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ABSTRACT

This curriculum guide was designed for use in postsecondary dental assistant education programs in Georgia. Its purpose is to provide for development of entry level skills in dental assisting in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first section of six explains the philosophies, purposes, and goals of vocational education in Georgia. Section 2 presents employability skills, related to the occupational area of dental assistant, specific occupational titles, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles. Section 3, the largest part of the guide, provides unit guides for each task. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation section, and suggested instruction hours are included.) Section 4 contains the curriculum structure and course outline, while student record forms and competency certificates make up section 5. The last unit contains facility guidelines, with drawings, for group instruction and individualized instruction facilities. Appendixes to the guide contain references and resources, information on teaching special needs students, and definitions of terms. (KC)

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DENTAL ASSISTANT

Post Secondary

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CURRICULUM GUIDE

Georgia Department of Education

DENTAL ASSISTANT

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

DENTAL ASSISTANT

Developed By

The University of Georgia

Under the Direction of

Dr. Paul Scott

Vocational Education Materials Center

Division of Vocational Education

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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center to Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate stduents.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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PURPOSE AND UTILIZATION OF THE CURRICULUM GUIDES

The purpose of this curriculum guide is to provide a suggested model for organizing vocational instructional content. In many cases, more material is available than may be needed, there fore, an instructor will need to adapt the content to meet his/her program needs.

While the guide is primarily oriented towards the classroom, whether as a primary resource or as a supplement to other teaching materials; it may also assist administrators, counselors and lay people involved in local school systems. The following outline provides an overview of the various ways these groups may utilize the curriculum guides.

a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Career Options),
3. Serve as guide for admissions and job placement,

4. Correlate with new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

Vocational teachers, supervisors and administrators, counseling and guidance staff and local curriculum coordination committees will be primary users of this guide, however, the use of the guide is not limited to these groups, but by any and all groups directly related in designing a vocational curriculum.

-Foreword-

It has been the privilege of the Division of Vocational Education, University of Georgia, to participate in the development of 48 curriculum guides for Georgia vocational education programs. This work was sponsored by the Division of Program Development, Office of Vocational Education, State Department of Education. The completion of these guides meets a long standing need to provide a comprehensive curriculum overview of the vocational education programs available in Georgia schools. This developmental activity involved one of the largest professional staffs ever assembled for such work. Numerous teachers, teacher educators and state staff members have either written parts of the guides or served on the field review teams. These professionals were supported by a myriad of technical people and a host of typists who literally worked from dawn to dusk to ensure that the guides were produced in a timely fashion.

Be assured that this guide is not intended to be your curriculum or the curriculum of any school. The purpose of this project staff, and I am sure of the state OVE staff, is to offer a guide with supporting resources and teaching ideas from which the vocational instructor can extract a curriculum that meets local needs. The guide, however, does simplify curriculum decisions concerning sequencing and the selection of resources and media support.

The Task Linkage Project and appropriate V'TECS catalogs were used as the beginning point for this guide and all of the others. To assure that these task listings were directly related to Georgia vocational education programs and industry, they were subjected to additional study and review by appropriate teachers.

At some point in the future, this guide will need to be revised. To ensure that such a revision truly reflects the needs of Georgia's vocational education programs, the developers need your reactions, comments and ideas. We will also be interested in how you use this guide. Let us hear from you.

Paul Scott
Curriculum Guide Projects I & II

SECTION I

PHILOSOPHY, PURPOSE & OBJECTIVES

SECTION I

Section I Content List

State Philosophy and Goals
Local Philosophy and Goals

Section I provides an overview of the philosophies, purposes and goals for vocational education in the State of Georgia. These are applied to vocational education at the postsecondary level, however, it is recognized that more specific philosophies, purposes and goals will be applicable depending on the character of the local program.

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

POSTSECONDARY VOCATIONAL EDUCATION

A. PURPOSE

The purpose of postsecondary vocational-technical education in Georgia is to improve the economic well-being of adult citizens by providing access to high quality vocational-technical training for skilled and semi-skilled occupations, for improvement of existing skills or for retraining in a new occupation.

B. OBJECTIVES

1. To provide vocational-technical education programs and ancillary services commensurate with the needs and interests of students and available job opportunities.

2. To provide vocational-technical education programs which are current with the state-of-the-art, competency-based, and offer multiple exit points to accommodate the students' occupational objectives.

3. To provide vocational-technical education programs which are articulated with available high school counterparts, to facilitate an easy transition from secondary to postsecondary levels without loss of credit.

4. To provide vocational-technical education programs such that 75% of those individuals who leave or complete a program of occupational preparation will find employment in the field, or a related field, for which trained.

5. To provide those guidance, counseling, financial aid, evaluative, job placement, remedial and other supportive programs and services needed by students to enroll, complete a program and become, or remain, employable in a skilled or semi-skilled occupation.

6. To provide needed assistance to special populations to include women, minorities, limited English-speaking, the displaced homemaker and other displaced workers, the disadvantaged and the handicapped.

7. To provide vocational-technical education programs for full-time and part-time students on campus during the day as well as the evening hours, and to provide appropriate programs for full-time and part-time students off campus in businesses and industries, comprehensive high schools and other locations within the respective schools' service areas.

8. To serve as a center for the delivery of postsecondary and adult vocational-technical education programs and services for the community and assigned service area.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND OBJECTIVES FOR VOCATIONAL EDUCATION

(This page is intentionally left blank so that local systems may insert their copy of philosophy, purpose and goals for vocational education.)

SECTION II

OCCUPATIONAL INFORMATION

SECTION II

Section II Content List

Employability Skills
Dental Assistant Occupational Description
Dental Assistant Program Objective
Definition of the D.O.T. Code
Description of Dental Assistant Occupational Exit Point

The major goal of vocational education in Georgia is to prepare individuals, through organized learning experiences, to select, obtain and advance in recognized occupations. Section II provides an overview of employability skills that are desirable in any occupation and relates their significance to the specific occupational area of Dental Assistant.

The Dental Assistant Program Objective contains the specific occupational titles. These occupational titles are further explained in the description of the occupational exit point.

EMPLOYABILITY SKILLS

Employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
   a. Filling out job applications
   b. Developing a resume
   c. Preparing for a job interview

2. Keeping a job
   a. Be on time and regular in attendance
   b. Maintain a fair share of the work-load
   c. Work without supervision
   d. Meet production schedules
   e. Properly care for and use equipment
   f. Dress appropriately for the job
   g. Maintain good personal hygiene
   h. Develop and maintain good communication with supervisors and co-workers

A recent study sponsored by the Illinois Department of Adult, Vocational and Technical Education and conducted by the University of Illinois, "Survival Skills: Mastering the Human Aspects of Work", has identified twelve topics that might be developed into instructional modules for teaching occupational survival skills. The author, Robert E. Nelson, outlines these topics listed below and on the next page, each followed by a general objective which indicates the relationship between the topic and the survival skills required to maintain a job.

*"1. Working in an Organization: To familiarize students with the reasons for the formation of organizations and the common characteristics of organizations.

2. Understanding Self and Others: To have students develop insights into causes of human behavior and learn to interpret their own behavior and the behavior of other.

3. Motivation for Work: To have students develop and understanding of motivations into the work they perform.
4. Interpersonal Relations: To have students develop concepts and skills in interpersonal relations and apply them to work situations.
5. On-the-Job Communication: To have students understand the importance of effective communication and learn ways of communicating effectively on the job.
6. Using Creativity on the Job: To make students aware of their creative potential and to practice using their creative ability in hypothetical on-the-job situations.
7. Authority and Responsibility: To have students develop an understanding of the concepts of authority, power, influence, and responsibility as they apply to work situations.
8. Problem Solving: To have students develop skill in applying problem solving to their work.
9. Coping with Organizational Change: To make students aware of the process of organizational change and the techniques for coping with organizational change.
10. Coping with Organizational Conflict: To make students aware of the sources and types of conflicts encountered on the job and recognize ways of coping with conflicts in an organization.
11. Leadership: To have students recognize the need for leadership in work groups and increase their understanding of the leadership role in work situations.
12. Adapting and Planning for the Future: To have students develop perspectives of work in the future and the ability to plan for anticipated changes in their work roles."

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*Abstracted from the article, "Survival Skills: Mastering the Human Aspects of Work," by Robert E. Nelson, American Vocational Journal, November 1977.

DESCRIPTION OF OCCUPATION*

Nature of the Work

Dental assistants work with dentists as they examine and treat patients. The assistant makes the patients comfortable in the dental chair, prepares them for treatment, and obtains their dental records. The assistant hands the dentist the proper instruments and materials and keeps the patient's mouth clear by using suction or other devices. Dental assistants prepare materials for making impressions and restorations, and expose radiographs and process dental X-ray film as directed by the dentist. They also provide oral health instruction and prepare instruments for sterilization.

Dental assistants perform a variety of duties that do not require the dentist's professional knowledge and skill. Some assistants make casts of the teeth and mouth from impressions taken by the dentist. In some States, assistants apply medications to the teeth and oral tissue, remove from surfaces of the teeth excess cement used in the filling process, and place rubber dams on the teeth to isolate them for individual treatment. Some dental assistants manage the office and arrange and confirm appointments, receive patients, keep treatment records, send bills, receive payments, and other dental supplies and materials.

The work of the dental assistant should not be confused with that of the dental hygientist, who must be licensed to scale and polish the teeth. (See the following statement on dental hygienists.)

Working Conditions

Dental assistants work in a well-lighted, clean environment.

They must be careful handling radiographic and other equipment. Dental assistants can expect to work chairside with dentists. They must be a dentist's "third hand," exhibit some manual dexterity, and be able to deal with people who may be under stress.

Places of Employment

About 150,000 persons worked as dental assistants in 1978; about 1 out of 10 work part time.

Most dental assistants work in private dental offices, either for individual dentists or for groups of dentists. Many of the remainder work in dental schools, hospital dental departments, State and local public health departments, or private clinics. The Federal Government employs dental assistants, chiefly in hospitals and dental clinics of the Public Health Service, the Veterans Administration, and the Armed Forces.

Training, Other Qualifications, and Advancement

Most dental assistants learn their skills on the job. An increasing number, however, are trained formal posthigh school programs. About 300 such programs were accredited by the Commission of Accreditation of Dental and Dental Auxiliary Education Programs in 1978.

Most posthigh school courses in dental assisting are given in junior and community colleges or in vocational or technical schools. More than three-fourths of these programs take 1 year to complete and lead to a certificate or diploma. Graduates of 2-year programs earn an associate degree upon completion of specialized training and liberal arts courses. The minimum requirement for any of these programs is a high school diploma or its equivalent. Some schools also require typing or a science course for admission. Although some private schools offer 4- to 6-month courses in dental assisting, these are not accredited by the dental profession. Those receiving dental assistant training in the Armed Forces usually qualify for civilian jobs as dental assistants.

High school students interested in careers as dental assistants should take courses in biology, chemistry, health, typing, and office practices.

Approved dental assisting curriculums include classroom and laboratory instruction in skills and related theory. Trainees get practical experience in affiliated dental schools, local clinics, or selected dental offices.

A correspondence course accredited by the American Dental Association is available for employed dental assistants who are learning on the job or who otherwise are unable to participate in regular dental assisting programs on a full-time basis. The correspondence program is equivalent to 1 academic year of study but generally requires about 2 years to complete.

Graduates of accredited dental assistant programs who successfully complete an examination administered by the Certifying Board of the American Dental Assistants Association become Certified Dental Assistants. Certification is acknowledgement of an assistant's qualifications but is not generally required for employment.

After working as dental assistants, some individuals seek to acquire skills and qualifications for practicing as dental hygienists. Prospective dental assistants who foresee this possibility should plan carefully since credit earned in a dental assistant program often is not applicable toward requirements for a dental hygiene certificate. Some dental assistants become sales representatives for firms that manufacture dental products. The field of dental assisting education offers opportunities in teaching and program administration.

Employment Outlook

Employment opportunities for dental assistants are expected to be excellent through the 1980's, especially for graduates of academic programs in dental assisting. Part-time opportunities also will be very favorable.

Employment of dental assistants is expected to grow much faster than the average for all occupations, largely because dental students are being taught to use assistants in their practice. The increase in the demand for dental services which stems from population growth, a growing awareness of the importance of regular dental care, and the increasing ability of people to pay for care also will contribute to the demand for dental assistants. For example, increased participation in dental prepayment plans and public programs such as Medicaid bring dental services within the reach of many who could not afford them otherwise.

In addition to job openings created by growth in the demand for dental assistants, thousands of assistants also will be required each year to replace those who leave the field.

Sources of Additional Information

Information about opportunities, scholarships, accredited dental assistant programs, including the correspondence program, and requirements for certification is available from:

American Dental Assistants Association, 666 N. Lake Shore Dr.,
Suite 1130, Chicago, IL 60611.

Commission on Accreditation of Dental and Auxiliary Educational Programs, 211 E. Chicago Ave., Chicago, IL 60611.

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*From Occupational Outlook Handbook, 1980-81.

DENTAL ASSISTANT PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills of Dental Assistant in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following D.O.T. Codes.*

Dental Assistant	(D.O.T. Code 078.381-014)

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*Dictionary of Occupational Titles

DEFINITION OF D.O.T. CODE*

As a result of technological, economic and sociological influences, nearly every job in the economy is performed slightly differently from any other job. Every job is also similar to a number of other jobs. In order to look at the millions of jobs in an organized way, job titles are designated a 9-digit occupational code. Each set of three digits in the D.O.T. Code has a specific purpose or meaning that differentiates it from all other codes.

The first three digits of the D.O.T. Code identify a particular occupational group. In the code 652.382-010, the first digit indicates an occupational category. The second digit refers to a division within the occupational category. The third digit defines a specific occupational group within a division.

The middle three digits of the D.O.T. Code 652.382-010 are the worker function rating of the tasks performed in the occupation. Every job requires a worker to function, to some degree, in relation to data, people and things. A separate digit expresses the worker's relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers while functions which are less complicated have high numbers.

The last three digits of the D.O.T. Code 652.382-010 indicate the alphabetical order of titles within 6-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two D.O.T. Code can have the same nine digits.

*Dictionary of Occupational Titles, 1977 ed.

DESCRIPTION OF OCCUPATIONAL EXIT POINTS*

079.371-010 DENTAL ASSISTANT (medical ser.)

Assists DENTIST (medical ser.) engaged in diagnostic, operative, surgical, periodontal, preventive, orthodonic, removable and fixed prosthdontic, endodontic, and pedodontic procedures during examination and treatment of patients: Provides diagnostic aids including exposing radiographs, taking and recording medical and dental histories, recording vital signs, making preliminary impressions for study casts, and making occlusal registrations for mounting study casts. Performs clinical supportive functions including preparing and dismissing patients; sterilizing and disinfecting instruments and equipment; providing postoperative instructions prescribed by DENTAL (medical ser.); and preparing tray setups for dental procedures. Assists DENTIST (medical ser.) in management of medical and dental emergencies. Assists in maintaining patient treatment records and maintaining operatory equipment and instruments. Performs such laboratory procedures as pouring, trimming, and polishing study casts; fabricating custom impression trays from preliminary impressions; cleaning and polishing removable appliances; and fabricating temporary restorations. Provides oral hygiene instruction, such as conducting plaque control program. Performs basic business office procedures, including maintaining appointment control, receiving payment for dental services, and maintaining supply order.

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*Dictionary of Occupational Titles, 1977 ed.

SECTION III

UNIT GUIDES

SECTION III

Section III Content List

Unit Guide Description
Suggested Sequence of Unit Guides

In Section II, the occupational area was introduced. Section III continues this development by presenting, for each task, a unit guide for instructional planning and execution.

The instruction of specific tasks is central to vocational education. However, the value of a single task/competency to the student as a prospective member of the workforce is dependent upon the way in which that task/competency is related to other tasks and to the entire occupational area. Therefore, the Dental Assistant Program Task Listing provides a sample organizational model for sequencing the instruction of program tasks.

UNIT GUIDES DESCRIPTION

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with order tasks to fit the individual teacher's preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, practical applications and projects.

INSTRUCTIONAL MATERIALS: Suggested materials for carrying out the instructional activities are listed. these include textbooks, audiovisuals and equipment. Textbooks are referenced by author and title with the complete reference contained in the textbook list in the Instructional Resources section.

EVALUATION: This section contains a criterion referenced measure and reference to any test items or other evaluation measures that are available to teacher.

CLASS/LAB HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated in both classroom and lab hours. Total instructional time would be the sum of these.

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TASK

DA-1 Making a career as a dental assistant

PERFORMANCE OBJECTIVE

Make a self-analysis and relate the analysis to a career as a dental assistant.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Personal conduct
c. Philosophy and religion
d. Problem solving technique
e. "Tools" for the game of life, personality, charm, poise, appearance, posture, dress, speech, confidence
f. Importance of faith, loyalty, honesty and confidence
g. Study Habbits
h. "Rights of a patient"
i. Expected qualifications
j. Administrative duties
k. Clinical duties
l. Job possibilities
    1. General dentist
    2. Speciality dentist
m. Continuing education
n. American Dental Assisting Association

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Fundamentals for Dental Auxilaries: Ethics and Jurisprudence

LAB HOURS	
CLASS HOURS	5

EVALUATION (DA-1)

Given resource material and related information, the student will complete:

a. A written philosophy of life
b. A list of goals for the year
c. A paper on the importance of faith, loyalty, honesty, and confidence
d. A written examination

Each of the above must meet the criteria established by the instructor.

TASK

DA-2 Studying a brief history of dentistry

PERFORMANCE OBJECTIVE

Identify the contributions to dentistry made by identified historical figures.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Contributions to dentistry made by the following
    1. Hippocrates
    2. Golden
    3. Vesalius
    4. Anton Van Leeuwenhock
    5. John Hunter
    6. John Baker
    7. Robert Woofendale
    8. Paul Revere
    9. Issac Greenwood, Sr.
    10. John Greenwood
    11. Horace H. Hayden
    12. Chapin A. Harris
    13. G.V. Black
    14. Sir John Tomes
    15. C. Edmund Kells
    16. Edward H. Angle
    17. Juliette Southard
    18. Lucy B. Hobbs
c. Development of dental science

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

LAB HOURS ☐

CLASS HOURS 5

EVALUATION (DA-2)

Given resource material and related information, the student will demonstrate knowledge of the contributions made to dentistry by identified historical figures by completing a written examination. The number of correct responses on a written examination must meet the criteria established by the instructor.

TASK

DA-3 Understanding dental ethics

PERFORMANCE OBJECTIVE

Demonstrate an understanding of dental ethics and it's importance in the dental profession.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. The oath of Hippocrates
c. Modern codes
d. Principles of dental ethics
e. Principle of service
f. Improving knowledge and skill
g. Methods of healing founded on scientific bases
h. Dignity and honor
i. Patient cannot be neglected
j. Terms and conditions of services
k. Fees
l. Requests for consultation
m. Confidential matters
n. Responsibilities of dentist to the patient
o. Ethics as related to dental assisting

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Student Manuals:

Ehrlich, *Fundamentals for Dental Auxilaries: Ethics and Jurisprudence*

LAB HOURS

CLASS HOURS 6

EVALUATION (DA-3)

Given resource material and related information, the student will demonstrate an understanding of dental ethics and its importance in the dental profession by completing a written examination. The number of correct responses on the examination must meet the criteria established by the instructor.

TASK

DA-4 Studying dentistry and the law

PERFORMANCE OBJECTIVE

Demonstrate an understanding of dentistry and the law.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. State dental practice acts
c. Professional liability
d. Laws of contracts
e. Statute of frauds
f. Respondent superior
g. Controlled substances act
h. The unlicensed practice of dentistry
i. Securing patients' records
j. Keeping complete records
k. Legal responsibility of the dental assistant
l. Claims prevention

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Fundamentals for Dental Auxilaries: Ethics and Jurisprudence

LAB HOURS	
CLASS HOURS	6

EVALUATION (DA-4)

Given resource material and related information, the student will demonstrate an understanding of dentistry and the law by completing a written examination. The number of correct responses on the examination must meet the criteria established by the instructor.

TASK

VS-1 Determining temperature

PERFORMANCE OBJECTIVE

Determine and record oral temperature.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definition of temperature
b. Normal temperature
c. Causes of elevated temperature
d. Equipment used
e. How to read thermometer
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice taking temperatures of classmates.

Clinical Practice:

Have learner take a patient's temperature.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Trainex, "Temperature, Pulse and Respiration," slide/tape

Equipment and Supplies:

a. Sterile thermometer
b. Pen and pad

LAB HOURS	
CLASS HOURS	1

EVALUATION (VS-1)

Given a patient and the necessary equipment and supplies, the student will take a patient's temperature. The temperature must be read and reported to the nearest 2/10 of a degree Fahrenheit and 1/10 of a degree centigrade. All items on the checklist must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Reduced mecury reading of thermometer		
2. Inserted thermometer under patient's tongue for 1 minute		
3. Removed thermometer, observed reading and reinserted thermometer for 30 seconds		
4. Removed thermometer and observed reading. (If no change, proceeded to next step. If temperature had risen, reinserted for an additional 30 seconds.)		
5. Recorded temperature.		
6. Temperature read and reported to nearest 2/10 of a degree Fahrenheit (1/10 of a degree centigrade		

TASK

VS-2 Determining blood pressure

PERFORMANCE OBJECTIVE

Determine and record blood pressure.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definition of blood pressure
b. Normal ranges of blood pressure
c. Equipment used
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner take the blood pressure of classmates and obtain a reading within 2 mmltg of instructors.

Clinical Practice:

Have learner take a patient's blood pressure.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/V's:

Trainex, "Blood Pressure," slide/tape

Equipment and supplies:

a. Sphygmomanometer
b. Stethoscope
c. Pen and pad

LAB HOURS	
CLASS HOURS	4

EVALUATION (VS-2)

Given a patient and the necessary equipment, the student will determine and record blood pressure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Positioned the patient		
2. Applied blood pressure cuff		
3. Put on stethoscope earpieces		
4. Placed stethoscope diaphram over brachial artery at arm flexion		
5. Inflated the cuff		
6. Deflated the cuff		
7. Determined and recorded systolic and diastolic pressures		
8. Blood pressure read and recorded to within ±2mm Hg of instructor's reading		

TASK

VS-3 Determining pulse and respirations

PERFORMANCE OBJECTIVE

Determine a patient's pulse and respiration rate.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Anatomy of heart, vessels and respiratory system
b. Definition of pulse rate, strength and rhythm and respiration
c. Normal pulse and respiration rates for adults and children
d. Types of irregularities (pulse and respiration)
e. Equipment used
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice taking pulse and respiration of classmates.

Clinical Application:

Have learner take a patient's pulse and respiration.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Memmler and Wood, Structure and Function of the Human Body

A/Vs:

Trainex, "Temperature, Pulse and Respiration," slide/tape

Equipment and supplies:

a. Watch with second hand
b. Pen and pad

LAB HOURS	
CLASS HOURS	1

EVALUATION VS-3

Given a patient and a watch with a second hand, the student will determine the patient's pulse and respiratory rate. Pulse rate determination must be accurate to within ± 4 and respiratory rate must be accurate to within ± 2.

TASK

ET-1 Identifying symptoms of common medical emergencies

PERFORMANCE OBJECTIVE

Identify the symptoms of common medical emergencies which may occur in the dental office.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Symptoms of synocope
b. Symptoms of shock
c. Symptoms of allergic reaction
d. Symptoms of asthmatic attack
e. Symptoms of insulin shock
f. Symptoms of diabetic coma
g. Symptoms of arterial hemorrhage
h. Symptoms of venous hemorrhage
i. Symptoms of capillary hemorrhage
j. Symptoms of heart attack

Laboratory Practice:

Have student proactice identifying symptoms of common medical emergencies

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Schattner, Goode and Smart, Common Medical-Dental Emergencies
c. Dunn and Booth, Internal Medicine-Systemic Emergencies

A/Vs:

American Dental Association, "Medical Emergencies in the Dental Office," slide/tape

LAB HOURS	1
CLASS HOURS	

EVALUATION (ET-1)

a. Given a list of symptoms and a list of common medical emergencies which may occur in a dental office, the student will match the emergencies with the correct symptoms with at least eighty percent accuracy.

b. Given a list of common medical emergencies which may occur in a dental office, the student will list the symptoms of each emergency with at least eighty percent accuracy.

TASK

ET-2 Providing first aid for a patient who has fainted

PERFORMANCE OBJECTIVE

Demonstrate the emergency procedure for reviving a patient who has fainted.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. VS-2 Determining blood pressure
b. VS-3 Determining pulse and respiration

Provide Information On:

a. Cause of fainting
b. Signs of fainting
c. Treatment of fainting

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice the steps in reviving a person who has fainted or is about to faint using another student as the patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Wash cloths
b. BP cuffs
c. Stethoscope
d. Watch with second hand
e. Spirits of ammonia

LAB HOURS	1
CLASS HOURS	

EVALUATION (ET-2)

Given a model and the necessary supplies and equipment, the student will demonstrate the emergency procedure for reviving a patient who has fainted. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Recognized signs and symptoms that patient was beginning to faint		
2. Placed patient in recumbent position with head lower than feet		
3. Summoned help		
4. Loosened patient's clothing around neck (if necessary)		
5. Placed cold damp towel on forehead		
6. Had patient inhale aromatic spirits of ammonia		
7. Observed patient's reactions		
8. Kept patient in supine position (when revivied)		
9. Began oxygen therapy (if necessary)		
10. Recorded event on patient's treatment record		

TASK

ET-3 Providing assistance for a vomiting patient

PERFORMANCE OBJECTIVE

Provide assistance for a patient who is vomiting.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedures that might cause nausea
b. Using the suction apparatus
c. Positioning the patient
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have the student practice the task using classmate as the patient.

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

a. Emesis basin
b. Suction machine and tubing
c. Washcloths or towels

LAB HOURS	½
CLASS HOURS	

EVALUATION (ET-3)

Given a situation simulating a patient who is vomiting, the student will provide assistance. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Provided an emesis basin		
2. Provided a cold compress		
3. Instructed patient to breathe through mouth if not actively vomiting		
4. Correctly positioned patient who was lying down		
5. Suctioned patient correctly		

TASK

ET-4 Administering oxygen

PERFORMANCE OBJECTIVE

Demonstrate the procedure for administering oxygen to a patient in a dental office.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Why oxygen is given
b. How oxygen is administered
c. Safety factors
d. Steps of procedure

Demonstration of Task:

Oxygen administration

Laboratory Practice:

Have learner practice the steps of the procedure, using a mannikin as the patient.

Clinical Application:

Have learner administer oxygen to a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dunn and Booth, Internal Medicine-Systemic Emergencies

A/Vs:

Trainex "Oxygen Administration," slide/tape

Equipment and Supplies:

a. Oxygen mask and tubing
b. Oxygen tank
c. Flowmeter
d. Mannikin

LAB HOURS	1½
CLASS HOURS	

EVALUATION (ET-4)

Given oxygen equipment and a mannikin, the student will demonstrate the procedure for administering oxygen to a patient in a dental office. All checklist items must be rated "acceptable".

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Noted signs patient was having respiratory difficulty and summoned dentist		
2. Assembled oxygen equipment and moved to chairside		
3. Explained to patient what was to be done		
4. Placed mask over patient's nose and mouth and instructed patient to breathe in normal manner		
5. Checked pulse,respiration and blood pressure		
6. Continued administering oxygen until patient showed improvement		
7. When dentist indicated, discontinued oxygen therapy		
8. Removed mask and turned oxygen tank to off position		
9. Continued to observe patient until dismissed		
10. Recorded treatment on patient's record		
11. Placed oxygen equipment in proper area and disposed of mask		

TASK

ET-5 Providing first aid for a victim of shock

PERFORMANCE OBJECTIVE

Apply steps to prevent or relieve shock.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. VS-2 Determining blood pressure
b. VS-3 Determining pulse and respiration

Provide Information On:

a. Causes of shock
b. Signs of shock
c. Purpose of treatment
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice steps in recognizing and treating shock with another student acting as victim.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dunn and Booth, Internal Medicine-Systemic Emergencies

Equipment and Supplies:

a. Blanket
b. BP cuff
c. Stethoscope
d. Watch with second hand

LAB HOURS	2
CLASS HOURS	

EVALUATION (ET-5)

Given a situation simulating a patient in shock, the student will apply steps to prevent or relieve shock. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assured open airway		
2. Summoned aid		
3. Reassured patient		
4. Covered patient		
5. Correctly positioned patient		
6. Handled patient in a quiet and controlled manner		

TASK

ET-6 Providing first aid for convulsing patient

PERFORMANCE OBJECTIVE

Provide first aid for a convulsing patient.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Conditions that cause convulsions
b. Types of seizures
c. Signs and symptoms of seizures
d. First aid procedures for a convulsing patient

Demonstration of Task:

By instructor

Laboratory Practice:

Have student practice the task using a classmate as the patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dunn and Booth, Internal Medicine-Systemic Emergencies

LAB HOURS 1

CLASS HOURS

EVALUATION (ET-6)

Given a situation simulating a patient with convulsions, the student will provide first aid. The patient must be prevented from seriously injuring self without forceful restraint.

TASK

ET-7 Giving cardiopulmonary resuscitation to a patient with cardiac arrest

PERFORMANCE OBJECTIVE

Perform external cardiac compressions using single rescuer and two rescuer methods.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

VS-3 Determining pulse and respiration

Provide Information On:

a. Relation of cardiac and pulmonary function
b. Definition of cardiac arrest
c. Causes of cardiac arrest
d. Signs of cardiac arrest
e. Purpose of CPR
f. Steps of procedure

Demonstration of Task:

By a licensed instructor

Laboratory Practice:

Have learner practice the steps of procedure on a mannikin (adult and infant).

Clinical Application: (optional)

Have learner certified by completing an authorized course.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Georgia Heart Association Printouts
b. Red Cross Manual
c. Torres and Ehrlich, Modern Dental Assisting
d. Dunn and Booth, Internal Medicine-Systemic Emergencies

Equipment and Supplies:

Resusi mannikins (adult and infant)

LAB HOURS	8
CLASS HOURS	2

EVALUATION (ET-7)

Given a situation simulating a patient with cardiac arrest and an assistant, the student will perform external cardiac compressions on an adult using single rescuer and two rescuer methods. Patient must be correctly positioned. Hands must be correctly positioned and the compression ventilation ratio must be 15:2 for single rescuer and 5:1 for two rescuers. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
MOUTH-TO-MOUTH RESUSCITATION		
1. Noted patient's condition		
2. Summoned help		
3. Removed prosthesis from mouth (if necessary) and cleared airway		
4. Positioned patient flat on back with head tilted fully back, neck hyperextended and chin lifted		
5. Held patient's mouth open with thumb at the corner		
6. Pinched nose closed		
7. Took a deep breath and blew into the patient's mouth		
8. Removed mouth and watched for patient to exhale		
9. Repeated cycle approximately 12-15 times		

EVALUATION (ET-7)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
EXTERNAL CARDIAC MASSAGE		
1. Noted spontaneous breathing had started		
2. Maintained respirations		
3. Positioned patient on floor		
4. Positioned self on patient's side at the level of the chest		
5. Placed heel of one hand over lower half of patient's sternum with other hand on top of first hand		
6. Kept elbows straight and exerted sharp downward force on patient's chest		
7. Released hands and allowed chest wall to rebound		
8. Repeated process approximately 60 times per minute		
9. Continued procedure until patient revived (or dentist terminated the procedure)		

TASK

ET-8 Maintaining an emergency tray

PERFORMANCE OBJECTIVE

Identify and correct any deficiencies on an emergency tray.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Supplies and equipment found on emergency tray
b. Purpose of supplies and equipment
c. Purpose of drugs found on the emergency tray
d. Necessity for keeping emergency tray well-stocked
e. Maintaining trays in a sterile condition
f. Procedure for setting up and restocking a tray

Laboratory Practice:

Have the learner practice maintaining an emergency tray.

Clinical Application:

Have the learner check the emergency tray and restock.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dunn and Booth, Internal Medicine-Systemic Emergencies

Equipment and Supplies:

a. Emergency tray
b. Inventory list

LAB HOURS	1
CLASS HOURS	1

EVALUATION (ET-8)

Given an emergency tray and inventory list, the student will identify and correct any deficiencies. All supplies must be sterile and current.

TASK

DRP-1 Filing dental radiographs

PERFORMANCE OBJECTIVE

File radiographs according to the established procedure.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Methods of filing radiographs
b. Steps of procedure

Laboratory Practice:

Have learner file several sets of radiographs in the proper place.

Clinical Application:

Have learner file radiographs in a dental office.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Mounted radiographs
b. Patient file
c. Radiograph file
d. Record envelopes

LAB HOURS ½

CLASS HOURS ½

EVALUATION (DRP-1)

Given sets of mounted radiographs, the student will file the radiographs according to the established procedure. All radiographs must be correctly filed in the proper place.

TASK

DRP-2 Maintaining unexposed radiograph film storage

PERFORMANCE OBJECTIVE

Store unexposed radiographs in the areas designated and remove the films on which the expiration date has passed.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of film storage
b. Types of film storage
c. Shelf-life of radiographic film

Laboratory Practice:

Have learner stock supply unexposed radiographs in designated storage areas.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Supply of unexposed radiographs
b. Lead lined containers
c. Lead lined dispenser

LAB HOURS	½
CLASS HOURS	½

EVALUATION (DRP-2)

Given a stock supply of unexposed radiographs, the student will store them in the areas designated and remove the films on which the expiration date has passed. Upon inspection, the films must be well protected and all outdated films removed from the storage area.

TASK

DRP-3 Mixing solutions for developing and fixing radiographic film

PERFORMANCE OBJECTIVE

Mix fresh solutions for the developer and fixing tanks in the radiographic processing equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Properties and characteristics of developer chemicals
b. Properties and characteristics of fixer chemicals
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner mix fresh solutions for the developer and fixing tanks in the radiographic processing equipment.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting
c. Kodak, X-Rays in Dentistry
d. Manufacturer's instructions

A/Vs:

Hoffman, "Development of Film," slide/tape

Equipment and Supplies:

a. Equipped darkroom
b. Developing and fixer solution
c. Stirring paddle

LAB HOURS	3
CLASS HOURS	2

EVALUATION (DRP-3)

Given developer and fixer chemicals, manufacturer's directions and the necessary equipment, the student will mix the fresh solutions for the developer and fixing tanks in the radiographic processing equipment. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled supplies and equipment		
2. Prepared developer solution, filled and covered tank		
3. Prepared fixer solution, filled and covered tank		
4. Cleaned up		

TASK

DRP-4 Cleaning x-ray processing equipment

PERFORMANCE OBJECTIVE

Clean the processing tanks and fill them with fresh solutions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of routine cleaning
b. Steps of procedure
c. Daily, weekly and periodic maintenance procedures
d. Parts of processer
e. Cleaning solutions
f. Safety precautions

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner clean x-ray processing equipment.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Development of Film," slide/tape

Equipment and Supplies:

a. X-ray tanks
b. X-ray solutions
c. Hangers
d. Cleaning solutions
e. Non-abrasive cleaning pads

LAB HOURS	2
CLASS HOURS	1

EVALUATION (DRP-4)

Given x-ray processing equipment, developer and fixer chemicals and all other necessary supplies, the student will clean the tanks and fill them with fresh solutions. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled cleaning supplies and developer and fixer chemicals		
2. Drained tanks		
3. Scrubbed tanks		
4. Filled fresh water tank with rap water		
5. Filled developer tank with distilled water; added developer chemical and stirred; covered tank		
6. Filled fixer tank with distilled water; added fixer chemical and stirred; covered tank		
7. Recorded date on cleaning record		
8. Cleaned hangers		
9. Put supplies and other materials away		
10. Left the dark room neat and tidy		

TASK

DRP-5 Adjusting voltage, amperage and timer on x-ray

PERFORMANCE OBJECTIVE

Demonstrate the technique of adjusting the voltage, amperage and timer to obtain the correct flow, speed and wave length when exposing radiographic film.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Principles of radiology
b. Basic electrical parts of x-ray machine in the clinical setting
c. Safety precautions
d. Operation of the controls
e. Recommended settings
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner adjust voltage, amperage and timer on x-ray machine in the clinical setting.

Clinical Application:

Have learner make proper adjustments for a specified patient and procedure.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting
c. Kodak, X-Rays in Dentistry

Equipment and Supplies:

X-ray machine with adjustable controls

LAB HOURS 8

CLASS HOURS 2

EVALUATION (DRP-5)

Given a dental x-ray unit, the student will adjust voltage, amperage and timer to the correct settings for a specified x-ray examination. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Turned on switch on dental unit		
2. Set milliammeter setting to level required for specified examination		
3. Set kilovoltmeter setting to required level for a specified examination		
4. Set timers to correct time for a specified examination		

TASK

DRP-6 Selecting film size appropriate for patient's mouth and indicated technique

PERFORMANCE OBJECTIVE

Select the film size appropriate for a child and adult when taking a periapical, interproximal or occlusal radiographic exam.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of periapical, interproximal and occlusal radiographs
b. Film sizes and uses

Laboratory Practice:

Furnish radiographic film in various sizes and have learner select films needed for a child and adult for taking periapical, interproximal and occlusal x-ray examinations.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting
c. Kodak, X-Rays in Dentistry

Equipment and Supplies:

Radiographic film of various sizes

LAB HOURS 8

CLASS HOURS 2

EVALUATION (DRP-6)

Given different sizes of radiographic films, the student will select the size appropriate for a child and an adult when taking a periapical, interproximal or occlusal radiographic examinations. The size film selected must be appropriate for the specified examination and the identified patient (adult or child).

TASK

DRP-7 Practicing patient and operator safety measures for x-radiation

PERFORMANCE OBJECTIVE

Demonstrate the safety measures for x-radiation.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Governmental radiation safety standards
b. Symptoms and complications of over exposure to radiation
c. Steps of procedure
d. Materials not penetratable by radiation
e. Purpose of film badge
f. Built in filtering characteristics of x-ray equipment

Laboratory Practice:

In the x-ray room with the aid of a fellow student, have the learner demonstrate the safety measures for x-radiation.

Clinical Application:

Have learner use x-radiation safety measures on a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "The Theory of X-ray," slide/tape

Equipment and Supplies:

a. X-ray unit
b. Lead apron
c. Film badge

LAB HOURS 8
CLASS HOURS 2

EVALUATION (DRP-7)

Given a patient and a dental x-ray unit, the student will demonstrate the safety measures for making dental radiographs. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Questioned patient about previous x-rays		
2. Consulted with dentist if patient had x-rays within 30 days		
3. Used lead apron to cover patient		
4. Used open-ended cone		
5. Maintained careful record of total exposure of patient		
6. Wore film badge		
7. Used fastest film		
8. Used protective barrier between personnel and patient		
9. Used long cord for controls		
10. Instructed patient to hold film		
11. Stood at least six feet from patient in proper place		
12. Checked x-ray tube for proper shielding		

TASK

DRP-8 Developing and fixing exposed radiographic film

PERFORMANCE OBJECTIVE

Process exposed film by the time-temperature method.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Knowledge of factors related to processing of exposed film
b. Illumination in the darkroom
c. Handling x-ray film
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner process a set of exposed radiographic films using the time-temperature method.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, *Dental Radiography*
b. Torres and Ehrlich, *Modern Dental Assisting*
c. Kodak, *X-Rays in Dentistry*

A/Vs:

a. Hoffman, "Development of Film," slide/tape
b. American Dental Association, "Processing Pitfalls of Radiodontics," slide/tape

Equipment and Supplies:

a. Exposed radiographic film
b. Equipped darkroom
c. Timer
d. Hangers
e. Thermometer

LAB HOURS	½
CLASS HOURS	½

EVALUATION (DRP-8)

Given an equipped dark room, exposed radiographic film and all other necessary supplies, the student will process the film by the time-temperature method. The film must be processed so that the film is free from processing errors.

TASK

DRP-9 Evaluating dental radiographs for diagnostic quality

PERFORMANCE OBJECTIVE

Evaluate the films for diagnostic quality.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Causes of poor quality films
    1. Overexposure
    2. Underexposure
    3. Positioning
    4. Developer/fixer solutions
    5. Artifacts
b. Prevention of poor quality
c. Evaluating
    1. Position
    2. Distortion
    3. Contrast
    4. Artifacts

Laboratory Practice:

Have learner evaluate dental radiographs for diagnostic quality.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

American Dental Association, "Exposure Pitfalls of Radiodontics," slide/tape

Equipment and Supplies:

a. Developed dental radiographs
b. View box

LAB HOURS	4
CLASS HOURS	1

EVALUATION (DRP-9)

Given dental radiographs and a view box, the student will evaluate and submit in writing the diagnostic quality of the films. The evaluation(s) must match that of the instructor.

TASK

DRP-10 Mounting and labeling dental radiographs

PERFORMANCE OBJECTIVE

Mount films in the correct type of x-ray mount and label the film.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for mounting and labeling finished x-rays
b. Types of x-rays
c. Distinguishing characteristics of bite-wing radiographs and periapical radiographs
d. Distinguishing characteristics of maxillary and mandibular radiographs
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Given the necessary equipment, have learner mount films and label correctly.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Mounting X-rays," slide/tape

Equipment and Supplies:

a. Patient's name and full mouth set of radiographs
b. Mounts
c. View box

LAB HOURS	2
CLASS HOURS	1

EVALUATION (DRP-10)

Given a set of full mouth x-rays, patient's name, view box and mounts, the student will label and mount the films. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled supplies and equipment		
2. Removed film from drying rack		
3. Labeled mount		
a. Patient's name on top of mount		
b. Date x-rays were taken		
c. Dentist's name		
d. Name of dentist referring patient (if necessary)		
4. Placed film on mounting table (view box) with popula facing up towards operatory		
5. Located landmark on each film		
6. Held mount in one hand and placed film in mount with other hand		
7. Mounted anterior films towards center of mount		
8. Mounted molar areas towards the outer margin of mount		
9. Took mounted films to instructor-dentist for review		
10. Cleaned up work area		

TASK

DRP-11 Exposing interoral radiographs using bisecting angle technique

PERFORMANCE OBJECTIVE

Expose x-rays of a patient's teeth in the maxillary and mandibular arches using the bisecting angle technique.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DRP-5 Adjusting voltage, amperage and timer on x-ray
b. DRP-6 Selecting film size appropriate for patient's mouth and indicated technique
c. DRP-7 Practicing patient and operator safety measures for x-radiation

Provide Information On:

a. Difference in anterior and posterior film placement
b. Relationship between positioning of patient, exposure and quality of film
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner expose x-rays on x-ray mannikin using BAT.

Clinical Application:

Given an x-ray unit and film, have the learner expose x-rays of the patient's teeth using the bisecting angle technique.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting
c. Kodak, X-rays in Dentistry

A/Vs:

Hoffman, "X-ray Film and Cone Placement," slide/tape

Equipment and Supplies:

a. X-ray unit
b. X-ray film
c. X-ray mannikin

LAB HOURS	13
CLASS HOURS	5

EVALUATION (DRP-11)

Given a patient and the necessary supplies and equipment, the student will expose x-rays of the patient's teeth in the maxillary and mandibular arches using the bisecting angle technique. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

	RATING	
ACTIVITY	Acceptable	Unacceptable
1. Received instructions to take full mouth survey		
2. Selected appropriate film		
3. Checked x-ray machine for correct amperage and voltage		
4. Explained to patient what is to be done		
5. Positioned patient's head for maxillary exposure		
a. Maxillary arch parallel to floor		
b. Sagittal plane perpendicular to floor		
6. Instructed patient to hold film in place		
7. Positioned tube using bisecting angle		
8. Positioned self in safety zone		
9. Set time on x-ray machine and exposed films		
10. Removed films from patient's mouth and placed in container		
11. Positioned patient's head for mandibular exposure		
a. Mandibular arch parallel to floor		
b. Sagittal plane perpendicular to floor		
12. Repeated steps 6, 7, 8, 9 and 10		
13. Cared for patient and dismissed		
14. Recorded radiographic examination		
15. Took films to darkroom for developing, fixing and drying		

TASK

DRP-12 Exposing bite wing radiographs using bisecting techniques

PERFORMANCE OBJECTIVE

Take bite wing x-rays of a patient's teeth.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DRP-5 Adjusting voltage, amperage and timer on x-ray
b. DRP-6 Selecting film size appropriate for patient's mouth and indicated technique
c. DRP-7 Practicing patient and operator safety measures for x-radiation

Provide Information On:

a. Types of film used for bite wings
b. Steps of procedure

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner expose bite wing x-rays on x-ray mannikin.

Clinical Application:

Have the learner expose bite wing x-rays on the patient's teeth.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

a. Hoffman, "X-ray Film and Cone Placement," slide/tape
b. American Dental Association, "Interproximal (Bitewing) Radiography," slide/tape

Equipment and Supplies:

a. X-ray unit
b. X-ray film
c. Bite wing tabs
d. X-ray mannikin

LAB HOURS 2
CLASS HOURS 1

EVALUATION (DRP-12)

Given a patient and a dental x-ray unit with a short cone in place, the student will take bite wing x-rays of the patient's teeth in the maxillary arch. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Received instructions to take bite wing x-ray using bisecting techniques		
2. Selected and assembled films		
3. Attached tabs to films		
4. Checked machine for correct amperage and voltage		
5. Explained to patient what was to be done		
6. Positioned patient's head for radiographic procedure		
7. Positioned films in molar, bicuspid and anterior region of maxilla		
8. Asked patient to bite down on tab		
9. Set angulation of central ray		
10. Checked position of film and ascertained patient was biting down on tab		
11. Stationed self in safe area		
12. Set timer and exposed films		
13. Removed films from patient's mouth		
14. Cared for patient; dismissed if appropriate		
15. Recorded radiographic examination		
16. Took films to darkroom for developing, fixing and drying		

INSTRUCTIONAL ACTIVITIES

Provide Information On:

c. Purpose of bitewing
d. Relationship between positioning, exposure and quality of film

TASK

DRP-13 Exposing interoral x-rays using parallel technique and long cone

PERFORMANCE OBJECTIVE

Expose x-rays of patient's teeth in the maxillary and mandibular arches using the parallel technique.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DRP-5 Adjusting voltage, amperage and timer on x-ray
b. DRP-6 Selecting film size appropriate for patient's mouth and indicated technique
c. DRP-7 Practicing patient and operator safety measures for x-radiation

Provide Information On:

a. Differences in anterior and posterior film holders
b. Relationship between positioning film in film holder and teeth
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner expose x-rays on mannikin using the parallel technique.

Provide Practical Application On:

Have learner expose x-rays of the patient's maxillary and mandibular teeth.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting
c. Kodak, X-rays in Dentistry

A/Vs:

Hoffman, "X-ray Film and Cone Placement," slide/tape

Equipment and Supplies:

a. X-ray unit
b. Paralleling equipment
c. X-ray film
d. X-ray mannikin

LAB HOURS	8
CLASS HOURS	2

EVALUATION (DRP-13)

Given a dental x-ray unit with a long cone in place, radiographic accessories and films, the student will take x-rays of the patient's teeth in the maxillary and mandibular regions using the paralleling technique. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Received instructions to take full mouth survey		
2. Selected and assembled films and accessories		
3. Checked x-ray machine for correct amperage and voltage		
4. Prepared films		
5. Explained to patient what is to be done		
6. Positioned film in each of the four maxillary positions		
7. Instructed patient to hold film in place		
8. Positioned tube parallel to film		
9. Positioned self in safety zone		
10. Set time on x-ray machine and exposed film		
11. Removed films from patient's mouth and place in container		
12. Positioned films in each of the four mandibular positions and took radiographs		
13. Removed films from patient's mouth and placed in container		
14. Cared for patient and dismissed (if appropriate)		
15. Recorded radiograph examination		
16. Took films to darkroom for developing, fixing and drying		

TASK

DRP-14 Exposing panoramic radiograph

PERFORMANCE OBJECTIVE

Take a panoramic radiograph of a patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DRP-5 Adjusting voltage, amperage and timer on x-ray
b. DRP-7 Practicing patient and operator safety measures for x-radiation

Provide Information On:

a. Use of panoramic radiograph unit
b. Types of panoramic x-ray film
c. Types of panoramic x-ray machines
d. Position of patient
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner expose a panoramic x-ray on a mannikin.

Clinical Application:

Given a panoramic radiograph unit, have learner expose a panoramic radiograph of a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

American Dental Association, "Panoramic Radiology - Operating Procedure for the Panorex," slide/tape

Equipment and Supplies:

a. X-ray unit
b. Extral oral film
c. X-ray mannikin

LAB HOURS	½
CLASS HOURS	½

EVALUATION (DRP-14)

Given a panoramic radiograph unit, the student will take a panoramic radiograph of a patient. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Received instructions to take panoramic radiograph		
2. Selected appropriate film		
3. Set controls on x-ray unit		
4. Explained to patient what was being done		
5. Positioned patient's head correctly		
6. Positioned self in safety zone		
7. Cared for patient and dismissed		
8. Recorded radiographic examination		
9. Took film to darkroom for developing, fixing and drying		

TASK

DRP-15 Exposing occlusal radiographs

PERFORMANCE OBJECTIVE

Expose an anterior and cross section occlusal view of a patient's arch.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DRP-5 Adjusting voltage, amperage and timer on x-ray
b. DRP-6 Selecting film size appropriate for patient's mouth and indicated technique
c. DRP-7 Practicing patient and operator safety measures for x-radiation

Provide Information On:

a. Positioning patient's head and x-ray tube
b. Purpose of occlusal radiographs

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner expose occlusal x-ray on x-ray mannikin.

Clinical Application:

Have the learner expose anterior and cross section occlusal view of patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. X-ray unit
b. X-ray film
c. X-ray mannikin

LAB HOURS ½
CLASS HOURS ½

EVALUATION (DRP-15)

Given a patient and the necessary equipment and supplies, the student will expose an anterior and cross section occlusal view of the patient's arch. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Received instructions to take occlusal x-ray		
2. Selected appropriate film		
3. Checked x-ray machine for correct amperage and voltage		
4. Explained to patient what is to be done		
5. Positioned patient's head correctly		
a. Anterior occlusal maxillary		
b. Anterior occlusal mandibular arch - head fitted back 25° from vertical		
c. Cross section occlusal view (maxillary arch parallel to floor		
d. Cross section occlusal view (mandibular) - Head tilted back 75° from vertical		
6. Instructed patient to bite on film		
7. Positioned tube		
8. Positioned self in safety zone		
9. Set timer and exposed film		
10. Removed film from patient's mouth and placed in container		
11. Cared for patient and dismissed		
12. Recorded radiographic examination		
13. Took films to darkroom for developing, fixing and drying		

TASK

DRP-16 Exposing extraoral radiographs

PERFORMANCE OBJECTIVE

Expose an extraoral radiograph of a patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DRP-5 Adjusting voltage, amperage and timer on x-ray
b. DRP-7 Practicing patient and operator safety measures for x-radiation

Provide Information On:

a. Differences and use of extraoral film
b. Position of patient for exposure
c. Purpose of extraoral radiographs
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice procedure on x-ray mannikin.

Clinical Application:

Have learner expose an extraoral radiograph.

INSTRUCTIONAL MATERIALS

Textbooks:

a. O'Brien, Dental Radiography
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

American Dental Association, "Introduction to Extraoral Radiography," slide/tape

Equipment and Supplies:

a. X-ray unit
b. Extraoral film

LAB HOURS	½
CLASS HOURS	½

EVALUATION (DRP-16)

Given a patient and the necessary equipment and supplies, the student will expose an extraoral radiograph of a patient. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Received instructions to take extra-oral x-ray		
2. Selected appropriate film		
3. Checked x-ray machine for correct amperage and voltage		
4. Explained to patient what is to be done		
5. Positioned patient's head correctly		
6. Positioned x-ray tube		
7. Positioned self in safety zone		
8. Set timer and exposed film		
9. Cared for patient and dismissed		
10. Recorded radiographic examination		
11. Took film to darkroom for developing, fixing and drying		

TASK

AS-1 Performing asepsis handwashes

PERFORMANCE OBJECTIVE

Perform handwashing procedures necessary to maintain a standard of asepsis.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definition of asepsis
b. How pathogens are spread
c. Portals of entry of pathogens
d. Body's response to disease
e. Steps of handwashing procedure
f. When procedures must be used

Demonstration of Task:

By instructor of a peer who has mastered task

Laboratory Practice:

Have learner practice approved handwashing procedures.

Clinical Application:

Have learner follow approved handwashing procedures in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Calmes and Lillich, *Disinfection and Sterilization in Dental Practice*

A/Vs:

Hoffman, "The Asepsis Hand Wash," slide/tape

Equipment and Supplies:

a. Sink with running water
b. Soap
c. Brushes (optional)
d. Paper towels
e. Waste can
f. Orange wood sticks (optional)

LAB HOURS 2

CLASS HOURS 2

EVALUATION (AS-1)

Given handwashing facilities and the necessary equipment and supplies, the student will perform the hand washing procedures necessary to maintain a standard of asepsis and reduce the risk of cross infection. All items on the checklist must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Rolled up sleeves to midway between elbows and wrist		
2. Removed watch and rings		
3. Turned on faucet and wet hands; left water running		
4. Applied soap and covered hands with lather		
5. Rinsed hands and reapplied soap		
6. Used friction motion to wash palms and back of hands		
7. Rubbed thumbs against forefinger		
8. Washed in between each finger		
9. Locked fingers together cupping hands and created a suction motion		
10. Held hands with fingers pointed downward and rinsed off soap		
11. Dried hands thoroughly with paper towel		
12. Used paper towel; turned off faucet		
13. Discarded paper towel in waste receptacle		

TASK

AS-2 Handling sterile items

PERFORMANCE OBJECTIVE

Demonstrate the techniques for handling sterile items.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

AS-1 Performing asepsis handwash

Provide Information On:

a. How contamination occurs
b. Procedures for opening sterile packs
c. Procedure for using transfer forceps
d. Procedure for handling sterile items
e. Identifying need for asepsis in a dental office
f. Identifying sources of bacteria

Demonstration of Task:

By instructor or a peer who has mastered task

Laboratory Practice:

Have learner practice procedures in maintain asepsis while handling sterile items.

Clinical Practice:

Have learner maintain asepsis in a dental office.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Calmes and Lillich, Disinfection and Sterilization in Dental Practice

Equipment and Supplies:

a. Package of sterile instruments
b. Tray set-up with sterile instruments
c. Transfer forcep in disinfectant solution

LAB HOURS	1
CLASS HOURS	2

EVALUATION (AS-2)

Given packages that contain sterile supplies, a tray-set with sterile instruments and other supplies and a transfer forcep in disinfectant solution, the student will demonstrate the techniques for handling sterile items. Sterile technique must not be broken.

TASK

AS-3 Operating alcohol and/or water autoclaves

PERFORMANCE OBJECTIVE

Sterilize instruments, cotton sponges and other types of dental supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-3 Preparing instruments for sterilization

Provide Information On:

a. Definition of terms
b. Purpose and use of steam and alcohol autoclaves as sterilization agents
c. Advantages and disadvantages of steam and alcohol autoclaves
d. Types of instruments and supplies sterilized by steam autoclaves
e. Types of instruments sterilized by alcohol autoclave
f. Method of loading
g. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner sterilize dental supplies and instruments.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Calmes and Lillich, *Disinfection and Sterilization in Dental Practice*
b. Torres and Ehrlich, *Modern Dental Assisting*

A/Vs:

a. Hoffman, "Sterilization Methods, " slide/tape
b. American Dental Association, "Pressure Steam Sterilization," slide/tape

Equipment and Supplies:

a. Water autoclave
b. Dental instruments
c. Packaging and sealing supplies
d. Cotton sponges

LAB HOURS	3
CLASS HOURS	2

EVALUATION (AS-3)

Given a water autoclave, an assortment of instruments, cotton sponges and other types of dental supplies, the student will sterilize the items. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared instruments for sterilization		
a. Washed and dried instruments		
b. Wrapped instruments		
2. Prepared sterilizer		
3. Placed loaded tray into sterilizer		
4. Closed and locked chamber door		
5. Turned dial to sterilize		
6. Began timing when temperature gauge reached 121°C. and pressure gauge 15 pounds		
7. Set timer for the recommended time for material being sterilized		
8. At end of sterilization cycle		
a. Turned dial to vent and allowed pressure to escape		
b. Opened door when gauge read 0		
c. Dried packages		
9. Removed packages from sterilizer		
10. Checked for change in sterilization tape and condition of packages		
11. Removed packages from sterilizer and stored in sterile storage area		

TASK

AS-4 Sterilizing instruments in a dry heat sterilizer

PERFORMANCE OBJECTIVE

Load and operate a dry heat sterilizer.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-3 Preparing instruments for sterilization

Provide Information On:

a. Manufacturer's directions for operation
b. Control settings
c. Loading sterilizer
d. Time required for sterilization
e. Definition of terms
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner sterilize instruments using the dry heat autoclave.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Calmes and Lillich, *Disinfection and Sterilization in the Dental Practice*
b. Torres and Ehrlich, *Modern Dental Assisting*

A/Vs:

Hoffman, "Sterilization Methods," slide/tape

Equipment and Supplies:

a. Dry heat sterilizer
b. Instruments
c. Glass wear

LAB HOURS 3
CLASS HOURS 2

EVALUATION (AS-4)

Given a dry heat sterilizer and supplies and instruments to be sterilized, the student will demonstrate the correct procedure for loading and operating the sterilizer to achieve sterilization. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY		RATING	
		Acceptable	Unacceptable
1.	Read manufacturer's directions for operating dry heat sterilizer		
2.	Preheated sterilizer		
3.	Set controls		
4.	Arranged items in perforated tray		
5.	Allowed sufficient space between each item		
6.	Set timer gauge for recommended time period		
7.	When cycle was completed		
	a. Removed items from sterilizer		
	b. Cooled items		
	c. Stored items in sterile storage area		

TASK

AS-5 Disinfecting instruments using chemical disinfectant

PERFORMANCE OBJECTIVE

Prepare and disinfect instruments using a chemical disinfectant.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Definition of terms
b. Identify microorganisms that cannot be destroyed by chemical disinfectants
c. Types of chemical disinfectants
d. Uses of chemical disinfectants
e. Principles of chemical disinfectants
f Safety factors
g. Preparation of chemical disinfectants
h. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice disinfecting instruments using a chemical disinfectant.

Clinical Practice:

Have learner perform task in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Crawford, *Clinical Asepsis in Dentistry*

A/Vs:

Hoffman, "Sterilization Methods," slide/tape

Equipment and Supplies:

a. Disinfectant solution
b. Covered pans
c. Instruments
d. Sink
e. Towels
f. Transfer forceps
g. Sterile tray

LAB HOURS	3
CLASS HOURS	2

EVALUATION (AS-5)

Given soiled instruments, cleaning supplies, covered pan and disinfectant solution, the student will prepare the instruments and disinfect them maintaining the standards for effective destruction of pathogenic organisms. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled materials		
2. Prepared disinfectant solution and equipment		
3. Inspected and prepared instruments		
4. Submerged instrument in solution		
5. Arranged each item so all surfaces were in contact with the solution		
6. Removed instruments after 30 minutes		
7. Rinsed instruments and placed on sterile tray (if necessary)		
8. Cleaned up		

TASK

AS-6 Operating a glass bead sterilizer

PERFORMANCE OBJECTIVE

Identify and assemble instruments and supplies sterilized at chairside and sterilize the items with a glass bead sterilizer.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose and use of glass bead sterilizer
b. Types of instruments and supplies sterilized at chairside
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner demonstrate technique for sterilizing the proper instruments and supplies.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Calmes and Lillich, Disinfection and Sterilization in Dental Practice
b. Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Glass bead sterilizer
b. Endodontic instruments
c. Cotton pellets
d. Dental instruments and supplies (including those sterilized at chairside)

LAB HOURS	1
CLASS HOURS	1

EVALUATION (AS-6)

Given a glass bead sterilizer, dental instruments and supplies, the student will select the instruments and supplies to be sterilized, set up the sterilizer and sterilize the instruments and supplies. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Identified purpose and use of glass bead sterilizer		
2. Identified instruments to be sterilized at chairside		
3. Assembled the equipment and moved to chairside		
4. Plugged cord into electric circuit		
5. Heated sterilizer to 218°C or 450°F		
6. Sterilized cotton pellets and absorbent points 10 seconds		
7. Sterilized instruments 20-30 seconds		

TASK

AS-7 Operating a hot oil sterilizer

PERFORMANCE OBJECTIVE

Sterilize instruments using hot oil.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-3 Preparing instruments for sterilization

Provide Information On:

a. Purpose and use of hot oil sterilizer
b. Types of instruments to be sterilized in hot oil
c. Hazards related to use of hot oil
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner sterilize instruments using hot oil method.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Calmes and Lillich, Disinfection and Sterilization in Dental Practice

Equipment and Supplies:

a. Hot oil sterilizer
b. Instruments

LAB HOURS	1
CLASS HOURS	1

EVALUATION (AS-7)

Given instruments and a hot oil sterilizer, the student will sterilize the instruments. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Washed and dried instruments		
2. Prepared sterilizer for use		
a. Filled with clean oil		
b. Set sterilizer to heat of 160°C. or 320°F		
3. Submerged instruments in oil		
4. Allowed for 30 minute sterilization period		
5. When cycle was completed		
a. Removed instruments and drained		
b. Wiped instruments and removed oily film		
6. Stored instruments (if appropriate)		
7. Cleaned up		

TASK

DIO-1 Identifying various types of dental instruments

PERFORMANCE OBJECTIVE

Identify specified dental instruments and explain the physical characteristics, use and care.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of materials used in making dental instruments
b. Three-number formula identification
c. Four-number formula identification
d. Classification, component parts and uses of handpieces
e. Classification and uses of mouth mirrors
f. Types of dental burs
   1. Construction
   2. Purpose
   3. Characteristics

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

a. Examining various types of dental instruments
b. Identifying each instrument explaining its physical characteristic, use and care

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Carter and Yaman, Dental Instruments
c. Ehrlich, Dental Hand Instrument Study Cards
d. Richardson and Barton, The Dental Assistant

A/Vs:

Hoffman, "Instruments," slide/tape and "Handpieces, Burs and Discs," slide/tape

Equipment and Supplies:

Various/types of dental instruments

a. Handpieces (high and slow speed)
b. Mouth mirrors
c. Burs
d. Hand cutting instruments
e. Periodontal instruments
f. Endodontic instruments
g. Oral surgery instruments
h. Orthodontic instruments
i. Miscellaneous instruments

LAB HOURS 8

CLASS HOURS 3

EVALUATION (DIO-1)

Given a display of the following types of dental instruments, the student will identify each instrument, describe its physical characteristics, use and care.

a. Handpieces
b. Handmirrors
c. Hand cutting instruments
d. Dental burs
e. Periodontal instruments
f. Endodontic instruments
g. Oral surgery instruments
h. Orthodontic instruments
i. Miscellaneous instruments

Level of required performance will be based on criteria established by the instructor.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

g. Types and uses of hand cutting instruments
h. Types and uses of periodontal instruments
i. Types and uses of endodontic instruments
j. Types and uses of oral surgery instruments
k. Types and uses of orthodontic instruments
l. Types and uses of miscellaneous instruments
m. Proper care of dental instruments

TASK

DIO-2 Cleaning dental instruments

PERFORMANCE OBJECTIVE

Clean specified dental operatory instruments.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Safety factors for washing instruments
b. Methods for cleaning instruments
    1. Manual method
    2. Scrub technique
    3. Ultrasonic cleaning
c. Steps of procedure

Demonstration of Task:

By instructor

Practical Application:

Have learner clean instruments in the dental operatory.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Calmes and Lillich, *Disinfection and Sterilization in the Dental Practice*
b. Torres and Ehrlich, *Modern Dental Assisting*

Equipment and Supplies:

a. Cleaning supplies
b. Brushes
c. Ultrasonic cleaning unit
d. Glass and metal dental instruments
e. Pipe cleaners

LAB HOURS	2
CLASS HOURS	½

EVALUATION (DIO-2)

Given a variety of types of dental operatory instruments, the student will clean the instruments. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Identified methods for cleaning instruments		
2. Rinsed instruments in cold water to remove blood and debris		
3. Placed instrument in detergent		
4. Dismantled instruments with detachable parts		
5. Opened instruments with joints		
6. Scrubed instrument with stiff brush		
7. Used pipe cleaner through opening in saliva ejector and other instruments with lumins		
8. Rinsed thoroughly to remove all traces of detergent		
9. Dried thoroughly		
10. Instruments free of all debris		
ULTRASONIC CLEANING		
1. Prepared ultrasonic equipment for use		
2. Added chemical cleaning solution		
3. Placed instruments in carrier tray or basket and submerged in solution		
4. Closed ultrasonic cleanser and set timer		
5. When cycle was completed lifted carrier, drained instruments and dried thoroughly		

TASK

DIO-3 Preparing instruments for sterilization

PERFORMANCE OBJECTIVE

Prepare cleaned dental instruments for sterilization by dry or moist heat methods.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-2 Cleaning dental instruments

Provide Information On:

a. Factors that interfere with proper sterilization
b. Purpose of drying instruments before dry heat sterilization
c. Types of wrapping materials
d. Wrapping techniques
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Application:

Have learner prepare instruments for sterilization by the dry or moist heat method.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Calmes and Lillich, Disinfection and Sterilization in the Dental Practice
b. Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Dental instruments
b. Wrapping materials
c. Autoclave tape

LAB HOURS 2

CLASS HOURS 1

EVALUATION (DIO-3)

Given clean dental instruments and the necessary equipment and supplies, the student will prepare the instruments for sterilization. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Sorted clean instruments		
2. Packaged instruments		
a. Placed appropriate number in each bag		
b. Sealed bag with heat sensitive tape		
c. Dated package		
3. Cleaned up		

TASK

DIO-4 Cleaning and oiling dental handpieces

PERFORMANCE OBJECTIVE

Clean and oil specified dental operatory equipment.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-1 Identifying various types of dental instruments

Provide Information On:

a. Daily and weekly maintenance
b. Cleaning solutions and supplies
c. Lubricating solution
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice cleaning and oiling dental handpieces.

Clinical Practice:

Have learner perform task in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Manufacturer's instructions

Equipment and Supplies:

a. Handpieces
b. Pipe cleaners
c. Cleaning solutions
d. Dental oil
e. Towels

LAB HOURS	3
CLASS HOURS	1

EVALUATION (DIO-4)

Given dental handpieces and necessary supplies, the student will clean and oil the handpieces according to the manufacturer's instructions. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Read manufacturers' directions		
2. Assembled cleaning supplies		
3. Cleaned outside of sheaths		
4. Cleaned chucks		
5. Lubricated as necessary		
6. Drained air compressors		

TASK

DIO-5 Cleaning and disinfecting the dental operatory

PERFORMANCE OBJECTIVE

Clean and disinfect the dental operatory

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cleaning and disinfecting solutions
b. Definition of disinfecting
c. Importance of cleaning and disinfecting the operatory
d. When procedure is used
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice cleaning and disinfecting a dental operatory.

Clinical Practice:

Have learner perform task in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Schwarzrock and Jensen, Effective Dental Assisting
c. Richardson and Barton, The Dental Assistant

Equipment and Supplies:

a. Cleaning and disinfecting solutions
b. Cleaning and disinfecting armanetarium
c. Towels
d. Sterile gauze sponges

LAB HOURS 1½
CLASS HOURS ½

EVALUATION (DIO-5)

Given an equipped dental operatory and necessary supplies, the student will clean and disinfect the operatory. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY		RATING	
		Acceptable	Unacceptable
1.	Assembled cleaning and disinfecting aramentarium		
2.	Inspected room for gross debris, removed and discarded		
3.	Lowered backrest of chair and sprayed with disinfectant		
4.	Raised backrest and chair, and wiped base if necessary		
5.	Sprayed disinfectant over unit and onto paper towel		
6.	Wiped each unit component		
7.	Wiped operator's and assistant's chair with disinfectant		
8.	Sprayed disinfectant over wall cabinets, operating lights, x-ray tubes, towel and paper cup holder		
9.	Sprayed and wiped disinfectant over sink area		
10.	Used germicidal solution to wipe all small components of the treatment		
11.	Inspected carefully for cleanliness		

TASK

DIO-6 Maintaining dental operatory equipment

PERFORMANCE OBJECTIVE

Prepare a written plan for the daily, weekly, monthly and semi-annual care and maintenance of the equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Dental operatory equipment
b. Daily care of operatory equipment
c. Weekly care
d. Monthly care
e. Semi-annual care
f. Steps of procedure

Demonstration of Task:

By instructor

Practical Application:

Have learner practice the procedure and explain the care of operatory equipment.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Equipment and Supplies:

a. Cleaning equipment
b. Oil
c. Equipped dental operatory
d. Wax

LAB HOURS 2
CLASS HOURS 1

EVALUATION (DIO-6)

Given dental operatory equipment, the student will prepare a written plan for the daily, weekly, monthly and semi-annual care and maintenance of the equipment. The completed plan must respond to all the procedures listed on the checklist.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Daily care		
a. Assembled cleaning equipment		
b. Dusted unit		
c. Inspected water and air syringe for leaks		
d. Cleaned and polished metal parts of unit		
e. Flushed saliva ejector		
f. Turned off main water and air valves on unit		
2. Weekly care		
a. Removed and cleaned saliva ejector screen		
b. Cleaned inside surface of operating lens		
3. Monthly care		
a. Lubricated dental engine		
b. Lubricated engine arm and wrist joints		
4. Semi-annual care		
a. Waxed chrome plated surfaces of unit		
b. Cleaned water supply screen		
c. Called dental service repairmen, if needed		

TASK

DIO-7 Examining and sharpening instruments as required

PERFORMANCE OBJECTIVE

Inspect dental instruments and sharpen those with a dull blade, and/or defective blade contour.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

DIO-1 Identifying various types of dental instruments
DIO-2 Cleaning dental instruments
DIO-3 Preparing instruments for sterilization

Provide Information On:

a. Purpose for maintaining a sharp instrument
b. Types of instrument cutting edges
c. Factors related to usefulness of instrument as a result of sharpening
d. Procedure to sharpen instruments

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice sharpening instrument with dull blade and/or defective contour.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Carter and Yaman, Dental Instruments

Equipment and Supplies:

a. Dental instrument in various stages of use
b. Sharpening stone
c. Lubricating oil
d. Magnifying glass
e. Cleaning supplies

LAB HOURS 1

CLASS HOURS 1

EVALUATION (DIO-7)

Given dental cutting instruments and the necessary supplies and equipment, the student will inspect the instruments and sharpen those with a dull blade and/or a defective contour. All instruments in need of sharpening and shaping must be identified. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled sharpening materials		
2. Acquired suitable work area for sharpening procedure		
3. Examined instrument to determine if proper blade form is present		
4. Examined blade edge for sharpness		
5. Lubricated stone with 2-3 drops of oil and removed excess oil		
6. Sharpened and shaped the instrument blade		
7. Examined instrument for sharpness and blade form		
8. Scrubbed instrument to remove excess oil		
9. Prepared instruments for sterilization		

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Sterilization procedure for newly sharpened instrument
f. Storage of sharpened instruments
g. Steps of procedure

TASK

MFO-1 Evacuating an oral cavity during a dental procedure

PERFORMANCE OBJECTIVE

Evacuate the oral cavity.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Zone of operation
b. Purpose of evacuation
c. Location of salivary glands
d. Maxillary and mandibular frena
e. High-velocity suction system tappardus
f. Instrument grasps used in evacuation
g. Assembling suction tip into unit
h. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice steps of procedure on a mannikin and classmate.

Clinical Practice:

Have learner evacuate oral cavity of a patient during a dental procedure.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Richardson and Barton, *The Dental Assistant*
c. Schwarzrock and Jensen, *Effective Dental Assisting*

A/Vs:

American Dental Association, "Suction Tip Placement," slide/tape

Equipment and Supplies:

a. Dental unit
b. High-velocity suction
c. Suction tips
d. Mannikin

LAB HOURS 4

CLASS HOURS 1

EVALUATION (MFO-1)

Given a patient and a high-velocity suction tip, the student will evacuate the oral cavity. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Held tip of evacuation instrument with right hand using a pen grasp or palm-thumb grasp		
2. Positioned tip opening parallel to the tooth before operator placed hand piece		
a. Buccal aspect for left side b. Lingual aspect for right side		
c. Opposite surface treated for anterior teeth		
d. Upper edge of tip even with occlusal surface for mandibular teeth		
e. Lower edge of tip even with occlusal surface for maxillary teeth		
3. Kept tip as close to tooth as possible and used appropriate stabilization without causing trauma to tissue		
4. Kept floor of mouth and throat clear of water and debris		
5. There was no cross-contamination		

TASK

MFO-2 Applying saliva ejector

PERFORMANCE OBJECTIVE

Assemble saliva ejector and insert into a patient's mouth.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Parts of low-velocity suction system
b. Assembling the saliva ejector
c. Shaping the saliva ejector
d. Steps of procedure
e. When procedure is used

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice task on mannikin and classmate.

Clinical Practice:

Have learner perform task on a patient in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Equipment and Supplies:

a. Dental unit
b. Low-velocity suction
c. Saliva ejectors
d. Mannikin

LAB HOURS	1
CLASS HOURS	

EVALUATION (MFO-2)

Given a patient, a saliva ejector and a low-velocity suction system on the dental unit, the student will attach the ejector to the suction system and insert the saliva ejector into the patient's mouth. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled saliva ejector and attached to low-velocity suction system		
2. Seated patient		
3. Washed hands		
4. Explained procedure to patient and gained his/her cooperation		
5. Inserted ejector into patient's mouth		
a. Hooked curved end over the lower teeth opposite side of area to be treated		
b. Stabilized ejector		
c. Ascertained if patient felt any discomfort and make the necessary adjustments		
6. Activated the suction		

TASK

MFO-3 Applying water

PERFORMANCE OBJECTIVE

Apply water to the specified area(s) in the oral cavity.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Parts of air/water syringe
b. Steps of procedure
c. When procedure is used

Demonstration of Task:

By instructor or peer who has mastered task

Laboratory Practice:

Have learner practice task on mannikin and/or classmate.

Clinical Practice:

Have learner apply water during dental procedure.

INSTRUCTIONAL MATERIALS

Textbooks:

Richardson and Barton, The Dental Assistant

Equipment and Supplies:

a. Dental chair
b. Air/water syringe
c. Mannikin
d. Evacuation tip

LAB HOURS	1
CLASS HOURS	

EVALUATION (MFO-3)

Given a patient and an air/water syringe, the student will apply water in the oral cavity to the areas specified. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Adjust for desired temperature if possible		
2. Adjust tip downward or upward as required		
3. Use right hand unless retracting or evacuating		
4. Hold syringe no closer than 4-6 inches from prepared tooth		
5. Apply air gently in a steady stream for no longer than 10 seconds		
6. Apply air to clear mirror as required		
7. Completed procedure without cross-contamination		

TASK

MFO-4 Applying air

PERFORMANCE OBJECTIVE

Apply air to the areas specified in the oral cavity.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Parts of air/water syringe
b. Steps of procedure
c. When procedure is used

Demonstration of Task:

By instructor or peer who has mastered task

Laboratory Practice:

Have learner practice task on mannikin and/or classmate.

Clinical Practice:

Have learner apply air during dental procedure on a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Richardson and Barton, *The Dental Assistant*

Equipment and Supplies:

a. Dental chair
b. Air/water syringe
c. Mannikin

LAB HOURS	1
CLASS HOURS	

EVALUATION (MFO-4)

Given a patient and an air/water syringe, the student will apply air to the area(s) specified. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Adjusted for desired temperature if possible		
2. Adjusted tip of syringe downward or upward as required		
3. Used right hand when evacuation is not required; retracted with left hand		
4. Used left hand when evacuation is required; held water syringe parallel to evacuator tip		
5. Rinsed between teeth		
6. Completed procedure without cross-contamination		

TASK

MFO-5 Applying and removing cotton rolls

PERFORMANCE OBJECTIVE

Apply and remove cotton rolls.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Placement of cotton rolls in each arch
b. Location of maxillary and mandibular frenums
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice task on a mannikin and/or classmate.

Clinical Practice:

Have learner perform task in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Schwarzrock and Jensen, Effective Dental Assisting

Equipment and Supplies:

a. Cotton rolls
b. Cotton roll holder
c. Mannikin

LAB HOURS 1
CLASS HOURS

EVALUATION (MFO-5)

Given a patient and cotton rolls and holders, the student will apply and remove cotton rolls to each area. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
POSTERIOR OF MANDIBULAR ARCH		
1. Attached cotton roll to each holder prong		
2. Inserted cotton rolls and holder: one on facial, one on lingual side of tooth to be treated, resting evenly in vestibule and on floor of mouth, gingival to occlusal surface		
3. Covered holder chin piece		
4. Clamped holder chin piece securely under chin		
5. Inserted cotton roll directly in vestibule of opposing maxillary arch, adjacent to second molar		
6. Removed all cotton rolls (making sure they were moist)		
7. Inspected oral cavity		
8. Completed procedure without cross-comtamination		
ANTERIOR OF MANDIBULAR ARCH		
1. Snipped cotton roll to make notch		
2. Grasped both ends and twist		
3. Aligned notch with labial frenum		
4. Placed notched roll facially; place unnotched roll lingually; both gingival to tooth's incisal edge		
5. Placed third roll in vestibule of opposing maxillary arch, adjacent to second molar		
6. Removed all cotton rolls (making sure they are moist)		
7. Inspected oral cavity		
8. Completed procedure without cross-contamination		

EVALUATION (MFO-5)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
POSTERIOR OF MAXILLARY ARCH		
1. Inserted cotton roll directly in maxillary vestibule adjacent to second molar in same quadrant as tooth to be treated		
2. Removed all cotton rolls (making sure they are moist)		
3. Inspected oral cavity		
4. Completed procedure without cross-contamination		
ANTERIOR OF MAXILLARY ARCH		
1. Inserted cotton roll directly in maxillary vestibule adjacent to second molar in same quadrant as tooth to be treated		
2. Snipped cotton roll to make a notch		
3. Grasped both ends of roll and twisted		
4. Aligned notch with labial frenum		
5. Inserted notched roll directly in maxillary vestibule adjacent to tooth to be treated		
6. Removed all cotton rolls (making sure they are moist)		
7. Inspected oral cavity		
8. Completed procedure without cross-contamination		

TASK

MFO-6 Retracting cheeks, lips and tongue

PERFORMANCE OBJECTIVE

Retract a patient's cheeks, lips and tongue.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

6.05 Apply and remove cotton rolls

Provide Information On:

a. Various types of retraction
b. Which type of retraction to use for specific area
c. Steps of procedure
d. When procedure is used

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice task on a mannikin and/or classmate.

Clinical Practice:

Have learner perform task on a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Equipment and Supplies:

a. Cotton rolls
b. Dental mirror
c. Tongue blade
d. Evacuator tip
e. Cotton roll holder
f. Gauze
g. Mannikin

LAB HOURS	1
CLASS HOURS	

EVALUATION (MFO-6)

Given a situation in which oral tissue obstructs the operating field and the necessary supplies, the student will retract the cheek, lips or tongue as required. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Retracted lips and cheeks using a. Cotton rolls		
b. Handle of dental mirror or tongue blade		
c. Evacuator tip		
d. Fingers for maxillary facial tissue		
e. Fingers for mandibular facial tissue		
f. A combination of the above		
2. Retracted tongue using		
a. Cotton roll holder or moistened gauze		
b. Dental mirror handle or tongue blade		
3. Completed procedure without cross-comtamination		
4. Completed procedure without unneccessary discomfort to patient		

TASK

BP-1 Seating and preparing patient for a dental procedure

PERFORMANCE OBJECTIVE

Seat and prepare a patient for a dental procedure.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Operating dental chair
b. Patient positions
c. Steps of procedure

Demonstration of Task:

By instructor or a peer who has mastered task

Laboratory Practice:

Have learner practice task by using a classmate as a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Schwarzrock and Jensen, *Effective Dental Assisting*
c. Richardson and Barton, *The Dental Assistant*

Equipment and Supplies:

a. Dental chair and light
b. Patient bib or plastic apron

LAB HOURS	3
CLASS HOURS	2

EVALUATION (BP-1)

Given a patient, the student will seat and prepare the patient for a specified dental procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Addressed patient by name		
2. Escorted patient to operatory		
3. Encouraged patient to feel at ease		
4. Adjusted dental chair to lowest position and raised arm on chair		
5. Assisted patient in being seated and lowered arm on chair		
6. Adjusted back rest level with lower part of the patient's shoulder blades		
7. Adjusted headrest to support head near base of skull		
8. Asked patient if position of headrest was comfortable		
9. Positioned chair to correct height and reclined to proper position for dentist		
10. Requested patient to remove false teeth and glasses, if necessary		
11. Placed patient's personal items in a safe place		
12. Handed tissue to female and requested her to remove lipstick		
13. Placed bib or plastic apron on patient and secured drape		
14. Adjusted light directing it toward the treatment area		
15. Introduced new patient to dentist		
16. Completed procedure without cross-contamination		

TASK

BP-2 Dismissing a patient

PERFORMANCE OBJECTIVE

Dismiss a patient whose treatment procedure is completed.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

PRA-5	Maintaining appointment control
DF-1	Explaining dental fees

Provide Information On:

Steps of procedure

Demonstration of Task:

By instructor or a peer who has mastered task

Laboratory Practice:

Have learner practice task by using a classmate as a patient.

Clinical Practice:

Have learner dismiss patient.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Schwarzrock and Jensen, *Effective Dental Assisting*
c. Richardson and Barton, *The Dental Assistant*

Equipment and Supplies:

Dental chair

LAB HOURS	1
CLASS HOURS	½

EVALUATION (BP-2)

Given a patient in a dental chair, the student will dismiss the patient from the chair. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Removed saliva ejector		
2. Wiped patient's face		
3. Raised back rest to upright position and lifted arm on chair		
4. Assisted patient to rinse mouth		
5. Removed bib or drape		
6. Moved bracket table and other objects out of the way		
7. Returned personal items to patient		
8. Assisted patient in rising from chair		
9. Escorted patient to receptionist's desk		
10. Rescheduled appointment, if necessary		
11. Prepared and gave patient receipt for payment of fees (if paid)		

TASK

BP-3 Explaining pre-operative instructions to the patient

PERFORMANCE OBJECTIVE

Instruct the patient in the pre-operative measures to be carried out prior to the time he/she reports for the appointment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Pre-operative routines for various dental surgical procedures
b. Dietary restrictions
c. Pre-operative medication
d. Oral home care
e. Hospitalization procedures
f. Anesthesia
g. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice explaining pre-operative instructions for various dental surgical procedures to a fellow classmate.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Dunn and Booth, Internal Medicine-Systemic Emergencies
b. Torres and Ehrlich, Modern Dental Assisting

LAB HOURS ☐

CLASS HOURS 2

EVALUATION (BP-3)

Given a patient who is being scheduled for dental surgery, the student will instruct the patient in the pre-operative measures to be carried out prior to the time he/she reports for the appointment. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Explained time for arrival at office		
2. Explained dietary restrictions if any		
3. Explained use of pre-operative medication (if this was given to the patient)		
4. Explained the time to take the pre-operative medication prior to arrival in the office		
5. Explained tooth brushing and oral hygiene procedure on the morning of the appointed procedure		
6. If patient was to be hospitalized		
a. Explained time to report to the hospital		
b. Explained items the patient needed to take with him/her to the hospital		
c. Explained length of stay in the hospital		
d. Explained that the dentist would visit the patient following admission to the hospital		
e. Informed patient regarding use of hospital insurance and payment for dental treatment		

TASK

BP-4 Preparing the operatory

PERFORMANCE OBJECTIVE

Prepare an operatory for a specified dental procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AS-1 Performing asepsis handwashes
b. MFD-2 Applying salvia ejector

Provide Information On:

a. Bactericidal agents
b. Purpose of preparing operatory
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing a dental operatory for a procedure.

Clinical Practice:

Have learner prepare an operatory for a dental procedure.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Bactericidal agents
b. 4 X 4 gauze squares
c. Patient drape
d. Patient records
e. Equipped operatory
f. Suction tip

LAB HOURS 2

CLASS HOURS 1

EVALUATION (BP-4)

Given any dental procedure, the student will prepare the operatory for the procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Applied bactericidal agent to all areas in which contact will be made		
2. Placed drape on chair arm		
3. Lowered chair and adjusted for seating		
4. Placed radiographs on viewbox		
5. Reviewed treatment record and placed for operator's review		
6. Placed disposable suction tip in holder		
7. Completed procedure without cross-contamination		

TASK

BP-5 Classifying carious lesions

PERFORMANCE OBJECTIVE

Classify carious lesions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Causes of carious lesions
b. Development of carious lesions
c. Complications that can occur as a result of dental caries
d. Systems of classification

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice classifying carious lesions.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Cavity Classification

Equipment and Supplies:

a. Pen/pencil
b. Paper
c. Charts of various carious lesions

LAB HOURS	
CLASS HOURS	2

EVALUATION (BP-5)

Given an illustration of carious lesions, the student will classify all of the lesions according to the classification given by G.V. Black.

TASK

BP-6 Performing a bur exchange

PERFORMANCE OBJECTIVE

Perform a bur exchange during an operative procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-1 Identifying various types of dental instruments

Provide Information On:

a. Safety factors
b. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice performing bur exchange.

Clinical Practice:

Have learner perform bur exchange in a clinical setting.

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

a. Dental handpieces (high and low speed)
b. Variety of burs
c. Chucking tool

LAB HOURS	2
CLASS HOURS	1

EVALUATION (BP-6)

Given high- and low-speed dental hand pieces and a variety of burs, the student will perform a bur exchange during an operative procedure.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Selected bur as indicated		
2. Passed chucking tool to dentist		
3. Removed existing bur as dentist loosened the chucking mechanism		
4. Inserted next bur		
5. Held bur by cutting portion as dentist tightened the chuck		
6. Received chucking tool		

TASK

BP-7 Preparing an anesthetic syringe

PERFORMANCE OBJECTIVE

Prepare an anesthetic syringe.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of syringes
b. Parts of a needle
c. Anesthetic solutions and categories
d. Action of local anesthesia
e. Parts of an aspirating syringe
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing an anesthetic syringe.

Clinical Practice:

Have learner prepare anesthetic syringe in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dunn and Booth, Internal Medicine-Systemic Emergencies

A/Vs:

Hoffman, "Syringes, Needles and Anesthetic Solutions," slide/tape

Equipment and Supplies:

a. Sterile aspirating syringe
b. Disposable needles
c. Anesthetic carpules
d. Sterile tray
e. Sterile drape

LAB HOURS 2
CLASS HOURS 2

EVALUATION (BP-7)

Given a sterile aspirating syringe, disposable needles, carpules of local anesthetic and all other necessary supplies, the student will prepare the local anesthetic syringe. The chain of asepsis must be maintained and the syringe correctly prepared with the needle securely attached and protected from contamination. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Inspected syringe and needle		
2. Mounted needle on syringe		
3. Selected carpule		
4. Inspected carpule		
5. Inserted carpule into syringe		
6. Engaged harpoon		
7. Removed protective shield and test for operability		
8. Checked bevel orientation-bevel towards bone		
9. Replaced protective shield		
10. Placed prepared syringe on sterile tray and covered with sterile drape		
11. Completed procedure without cross-contamination		

TASK

BP-8 Transferring instruments

PERFORMANCE OBJECTIVE

Demonstrate the techniques for grasping, picking up, passing and retrieving specified instruments.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

AS-2 Handling sterile items

Provide Information On:

a. Delivering and receiving
    1. Pen grasp instruments
    2. Palm grasp instruments
    3. Palm-thumb instruments
    4. Reverse pen grasp instruments
    5. Scissors or hemostats
    6. Rotary instruments
b. Transfer zone
c. Steps of procedure
d. Safety precautions

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice transferring a variety of instruments with a classmate.

Clinical Practice:

Have learner transfer instruments in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson and Barton, The Dental Assistant

A/Vs:

a. Lippincott, "Introduction to 4-Handed Dentistry," slide/tape
b. American Dental Association, "4-Handed Dentistry," slide/tape

Equipment and Supplies:

a. Operatory
b. Variety of instrument
c. Manikin

LAB HOURS 10

CLASS HOURS 3

EVALUATION (BP-8)

Given instruments used for dental operative procedures, the student will demonstrate the techniques for grasping, picking up, passing and retrieving each type of instrument as established. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Established transfer zone		
2. Used left hand to deliver instruments to operator's right hand		
3. Used right hand to deliver instruments to operator's left hand		
4. Used proper grasp		
5. Delivered instrument in transfer zone		
6. Released instrument when grasped firmly by operator		
7. Extended small finger and grasp used instrument near junction of shaft and shank		
8. When released, returned instrument to original position on tray		
9. Picked up next instrument to be used, using correct grasp and hand		
10. Completed procedure without cross-contamination		
11. There was no wasted time or motion		

TASK

BP-9 Charting oral conditions

PERFORMANCE OBJECTIVE

Chart oral conditions as dictated by the dentist.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BP-5 Classifying carious lesions

Provide Information On:

a. Terminology used to describe oral conditions
b. Names of teeth in each quadrant
c. Names of surfaces of teeth
d. Difference between primary and permanent teeth
e. Methods of annotating teeth
f. Abbreviations and symbols used in dentistry
g. Anatomical terms related to the structure of a tooth

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice charting oral conditions as dictated by the instructor or classmate.

Clinical Practice:

Have learner chart oral conditions in a clinical setting as dictated and preferred by the dentist.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Introduction to Recording Dental Charting

Equipment and Supplies:

a. Chart form
b. Marking pencils and pen

LAB HOURS ☐
CLASS HOURS 10

EVALUATION (BP-9)

Given an oral examination form, the student will chart conditions as dictated by the instructor. The chart must correspond with the instructor's chart.

TASK

DLP-1 Handling preliminary impressions

PERFORMANCE OBJECTIVE

Care for preliminary impressions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Factors leading to distortion
b. Types of distortion
c. Preventing distortion
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice handling preliminary impressions so that no distortion occurs.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI: Dental Materials and Technical Applications

Equipment and Supplies:

a. Preliminary impression
b. Paper towel
c. Humidor

LAB HOURS 1

CLASS HOURS 1

EVALUATION (DLP-1)

Given a preliminary impression and the necessary supplies and equipment, the student will care for the impression. There must be no distortion so that the impression may be accurately poured.

TASK

DLP-2 Handling final impressions

PERFORMANCE OBJECTIVE

Prepare a final impression for shipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Packing materials and shipping containers
b. Preparing work orders
c. Boxing and packing
d. Shipping methods

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing final impressions for shipment.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Equipment and Supplies:

a. Final impressions
b. Packing materials
c. Shipping containers
d. Address labels
e. Sealing tape or other sealing material

LAB HOURS	1
CLASS HOURS	1

EVALUATION (DLP-2)

Given a final impression and the necessary supplies, the student will prepare the impression for shipment. The impression must be correctly packed to prevent damage during shipment and properly sealed and addressed.

TASK

DLP-3 Pouring and trimming diagnostic study models or edentulous models

PERFORMANCE OBJECTIVE

Pour and trim diagnostic study models or edentulous.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. DLP-1 Caring for preliminary impressions
b. LTE-1 Safety in the dental laboratory

Provide Information On:

a. Conditions affecting properties of dental stone
b. Use of dental vibrator
c. Use of model trimmer
d. Proper way to pour impression
e. Proper way to trim model
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Application:

Have learner pour and trim casts.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

George, Dental Assisting Manual IV, Dental Materials and Technical Applications

Equipment and Supplies:

a. Impressions
b. Dental stone
c. Dental vibrator
d. Model trimmer
e. Plastic bowl
f. Spatula
g. Lab knife
h. Scales and weigh stone
i. Graduated cylinder
j. Pencil

LAB HOURS 13

CLASS HOURS 5

EVALUATION (DLP-3)

Given a set of endentulous impressions for study models, the student will pour and trim a complete denture. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled materials		
2. Prepared impression for pouring		
3. Prepared mix		
4. Poured mixture into impression		
5. Checked for bubbles in cast		
6. Checked for anatomical details reproduced		
7. Prepared cast for trimming		
8. Trimmed cast		
a. Created a 2-3mm edge		
b. Trimmed sides, heels, borders and posterior borders		
9. Occluded casts and made adjustments		
10. Checked casts for proper dimensions		
11. Checked for nicks and cuts		

TASK

DLP-4 Articulating maxillary and mandibular casts on an articulator

PERFORMANCE OBJECTIVE

Articulate maxillary and mandibular casts on an articulator.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of articulators
b. Technique for mounting casts on articulator
c. Sealing occlusion with wax bite
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Application:

Have learner mount casts on articulator.

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

a. Mandibular and maxillary casts with wax bite
b. Non-adjustable articulator
c. Dental stone
d. Mixing bowl
e. Spatula
f. Sticky wax
g. Glass slab

LAB HOURS	6
CLASS HOURS	2

EVALUATION (DLP-4)

Given mandibular and maxillary casts and the necessary supplies and equipment, the student will articulate the casts. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

	RATING	
ACTIVITY	Acceptable	Unacceptable
1. Assembled materials and selected proper size articulator		
2. Scored the base of each model and widened the grooves		
3. Sealed the two models to hold them in occlusion		
4. Inserted lower flange of articulator into a mound of dental plaster		
5. Placed the base of lower model on the articulator and plaster		
6. Performed adjustments and removed excess wax		
7. Lowered top flange of articulator into place over the grooves of the upper model		
8. Prepared another mix of dental plaster		
9. Applied mix on top of model		
10. Wet hands and smoothed the plaster, and set it aside to harden		
11. Cleaned up laboratory		

TASK

DLP-5 Making acrylic denture repairs

PERFORMANCE OBJECTIVE

Repair a denture with a cracked tooth.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of repair acrylic
b. Types of replacement teeth
c. Conditions affecting the properties of acrylic
d. Steps of the procedure

Demonstration of Task:

By instructor

Laboratory Application:

Have learner repair a denture using self-curing acrylic.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

George, Dental Assisting Manual IV, Dental Materials and Technical Applications

Equipment and Supplies:

a. Denture with cracked tooth
b. Self curing acrylic
c. Variety of repair teeth
d. Wax
e. Sable hair brush
f. Polishing materials
g. Bench engine
h. Acrylic burs

LAB HOURS 4
CLASS HOURS 1

EVALUATION (DLP-5)

Given a denture with a cracked tooth and necessary equipment, the student will repair the denture. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

	RATING	
ACTIVITY	Acceptable	Unacceptable
1. Assembled materials		
2. Examined extent of break in tooth or teeth		
3. Removed remaining segments of tooth (approaching it from the lingual aspect of the denture)		
4. Selected tooth shade and mold for repair		
5. Prepared tooth to fit into space		
6. Positioned tooth in space and stabilized it with wax; carved and removed excess		
7. Prepared master key		
8. Mixed acrylic according to manufacturer's directions		
9. Painted area to be repaired with monomer		
10. Inserted acrylic in the area to be repaired and applied pressure		
11. Polished the repaired area		
12. Cleaned equipment and work area		

TASK

DLP-6 Fabricating custom trays for edentulous impressions

PERFORMANCE OBJECTIVE

Fabricate a custom tray for complete dentures.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

LIE-1 Safety in the dental laboratory

Provide Information On:

a. Purpose for fabricating custom trays
b. Properties of acrylic monomer and polymer
c. Use of dental lathe
d. Stages of polymerization
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner fabricate a set of custom trays for complete dentures.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, *Elements of Dental Materials*
b. Torres and Ehrlich, *Modern Dental Assisting*

A/Vs:

American Dental Association, "Construction of Impression Trays for an Edentulous Patient," slide/tape

Student Manuals:

George, *Dental Assisting Manual IV, Dental Materials and Technical Application*

Equipment and Supplies:

a. Edentulous casts
b. Base plate wax sheets
c. Lab knife
d. Dental lathe
e. Acrylic monomer and polymer

(Continued on back)

LAB HOURS	8
CLASS HOURS	2

EVALUATION (DLP-6)

Given a set of endentulous casts and the necessary supplies and equipment, the student will fabricate a custom tray for complete dentures. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled supplies and materials		
2. Prepared mandibular and maxillary casts for fabricating custom trays		
3. Prepared the wax spacer		
4. Painted separating medium on cast		
5. Prepared the acrylic resin		
6. Formed the tray; formed and placed handle on tray		
7. Removed the trays and spacer from the casts		
8. Checked the trays for uniform thickness and that the handle was securely fastened		
9. Trimmed and polished the tray		
10. Cleaned the tray and cast		
11. Cleaned up work area		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

f. Sable hair brush
g. Pencil
h. Wax spatulas

TASK

DLP-7 Fabricating custom trays for partially edentulous impressions

PERFORMANCE OBJECTIVE

Prepare a fabricated impression tray for partially edentulous impressions.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

LIE-1 Safety in the dental laboratory

Provide Information On:

a. Properties of acrylic monomer and polymer
b. Use of dental lathes
c. Stages of polymerization
d. Purpose for fabricating custom trays
e. Partially edentulous impressions
f. Steps of the procedure

Demonstration of Task:

By instructor

Laboratory Application:

Have learner fabricate an impression tray for taking an impression.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

George, Dental Assisting Manual IV, Dental Materials and Applications

Equipment and Supplies:

a. Partially edentulous cast
b. Base plate wax sheets
c. Acrylic monomer and polymer
d. Laboratory knife
e. Dental lathe
f. Sable hair brush
g. Pencil
h. Wax spatulas

LAB HOURS	8
CLASS HOURS	2

EVALUATION (DLP-7)

Given a partially edentulous cast and the necessary supplies and equipment, the student will prepare a fabricated impression tray. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled materials and equipment		
2. Prepared the casts and wax spacer		
3. Painted separating medium and cast		
4. Prepared the acrylic resin and wafer		
5. Formed and placed the handle		
6. Removed the tray and spacer from the cast and checked tray for uniform thickness and security of handle		
7. Perforated the tray with holes		
8. Trimmed and polished the tray		
9. Cleaned up work area		

TASK

DLP-8 Fabricating acrylic temporary crown restorations

PERFORMANCE OBJECTIVE

Fabricate an acrylic temporary crown restoration.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of acrylic
b. Mixing acrylic monomer and polymer
c. Method to fabricate crown
d. Polishing techniques
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner fabricate acrylic temporary crown on prepared diagnostic cast.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Diagnostic cast of prepared tooth
b. Alginate impression of prepared tooth
c. Self-curing acrylic
d. Spatula
e. Sable hair brush
f. Separating medium
g. Sandpaper discs pumice
h. Bench engine
i. Acrylic burs

LAB HOURS	1
CLASS HOURS	14

EVALUATION (DLP-8)

Given a diagnostic cast of a prepared tooth and the necessary supplies and equipment, the student will fabricate an acrylic temporary crown restoration. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled instruments and materials		
2. Applied separating medium to prepared tooth on cast		
3. Mixed acrylic according to manufacturer's directions and filled alginate impression of unprepared tooth with acrylic and set aside to achieve initial set		
4. Seated cast into acrylic filled impression		
5. Submerged cast and impression into hot tap water		
6. Removed crown and trimmed excess acrylic		
7. Seated crown on prepared tooth and examined occlusion		
8. Polished crown		

TASK

DLP-9 Cleaning and polishing removable appliances

PERFORMANCE OBJECTIVE

Clean and polish a removable appliance.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of appliances
b. Types of polishing material
c. Polishing techniques
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner clean and polish a removable appliance.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

George, Dental Assisting Manual IV, Dental Materials and Technical Applications

Equipment and Supplies:

a. Removable appliance
b. Ultrasonic cleanser
c. Dental lathe with rag wheel
d. Pumice
e. Rubber cup and handpiece
f. Bench engine

LAB HOURS	1
CLASS HOURS	1

EVALUATION (DLP-9)

Given a removable appliance and the necessary supplies and equipment, the student will clean and polish the appliance. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled necessary cleaning and polishing materials		
2. Asked patient to remove appliance		
3. Cleaned appliance in ultrasonic cleaner		
4. Polished with a rubber cup and pumice		
5. Gave appliance final polish with rag wheel and pumice		

TASK

DLP-10 Fabricating stabilized base plates and wax bite rims

PERFORMANCE OBJECTIVE

Fabricate a stabilized base plate and wax bite rim.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of base plates
b. Method to use base plate
c. Purpose of base plates and wax bite rims
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner fabricate stabilized base plates and wax bite rims.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

George, Dental Assisting Manual IV, Dental Materials and Technical Applications

Equipment and Supplies:

a. Acrylic stones and burs
b. Bench engine
c. Acrylic base plates
d. Straight handpiece
e. Alcohol torch
f. Base plate wax
g. Bunsen burner
h. Edentulous models
i. Knife
j. Sable hair brush
k. Tinfoil substitute
l. Wax spatula

LAB HOURS	7
CLASS HOURS	3

EVALUATION (DLP-10)

Given maxillary and mandibular cast and the necessary supplies and equipment, the student will fabricate a stabilized base plate and a wax bite rim. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled necessary tools and supplies		
2. Applied tinfoil substitute to edentulous model		
3. Heated base plate and conformed to model		
4. Trimmed base plate 2mm around periphery		
5. Smoothed peripheries with acrylic burs and bench engine		
6. Softened sheet of base plate wax		
7. Folded wax into roll about 1/2 in. in diameter		
8. Placed roll on crest of ridge of stabilized base plate		
9. Pressed firmly into position and did not distort wax roll		
10. Used wax spatula to lute wax roll to base plate		
11. Trimmed wax roll within 10mm of the end of the base plate		
12. Smoothed occlusal portion of wax		
13. Removed all rough or sharp edges on finished rim		

TASK

PM-1 Preparing amalgam for restoration

PERFORMANCE OBJECTIVE

Prepare amalgam.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Chemical composition
b. Characteristics
c. Uses
d. Equipment and materials used
e. Mixing procedures
f. Setting time
g. Safety precautions
h. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing amalgam for restoration.

Clinical Practice:

Have learner prepare amalgam for restoration in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson and Barton, The Dental Assistant

Equipment and Supplies:

a. Mechanical trituvator
b. Alloy/alloy dispenser
c. Mercury/mercury dispenser
d. Capsule and pestle

LAB HOURS 2½
CLASS HOURS 1

EVALUATION (PM-1)

Given dental amalgam alloy and the necessary equipment and supplies, the student will prepare the amalgam alloy. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled equipment, instruments and materials		
2. Dispensed mercury and alloy into capsule or used capsulated amalgam		
3. Triturate for specified time		
4. Mull if indicated		
5. Evaluated mix, if unacceptable, repeated steps 2-4 above		
6. Expressed mercury into water-waste container if needed		
7. Placed mix in a container		
8. Completed procedure without cross-contamination		
9. Acceptable mix		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

TASK

PM-2 Preparing silicate cement for restoration

PERFORMANCE OBJECTIVE

Prepare silicate according to the manufacturer's directions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Properties of silicate cements
b. Use of silicate cements
c. Factors influencing manipulation of silicate
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing silicate cement.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Phillips, *Elements of Dental Materials*
c. Richardson and Barton, *The Dental Assistant*
d. Manufacturer's instructions

A/Vs:

American Dental Association, "Silicate Cements," slide/tape

Student Manuals:

Leinfelder, Barton and Taylor, *Dental Assisting Manual VI - Dental Materials and Technical Applications*

Equipment and Supplies:

a. Glass slab
b. Silicate powder and liquid
c. Spatula
d. Timer

LAB HOURS 2
CLASS HOURS 1

EVALUATION (PM-2)

Given the necessary equipment and supplies, the student will mix silicate cement according to the manufacturer's directions. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled supplies and equipment		
2. Cooled glass slab to 65° F		
3. Accurately measured and dispensed powder onto glass slab		
4. Accurately measured and dispensed liquid onto glass slab		
5. Pulled two large sections of powder into liquid with spatula		
6. Coated all powder with liquid		
7. Mixed in remaining powder in one-half increments		
8. Completed mix in one minute		
9. Observed mixture for proper consistency		

TASK

PM-3 Preparing alginate impression materials

PERFORMANCE OBJECTIVE

Prepare alginate for taking impressions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Properties of alginate
b. Mixing supplies needed
3. Impression tray required
4. Factors influencing setting time of alginate
5. Use of alginate impressions
6. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing alginate impression material.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Phillips, Elements of Dental Materials
c. Richardson and Barton, The Dental Assistant
d. Chasteen, Essentials of Clinical Dental Assisting

A/Vs:

Hoffman, "Impression Materials," slide/tape

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Alginate impression materials
b. Manufacturer's measuring devices

(Continued on back)

LAB HOURS 2

CLASS HOURS 1

EVALUATION (PM-3)

Given alginate impression material and all other necessary supplies, the student will prepare the alginate for taking impressions of the maxillary and mandibular arch. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled materials		
2. Cooled water (if necessary)		
3. Measured water according to the exact amount needed for each tray		
4. Agitated alginate powder		
5. Measured alginate powder according to amount needed for each tray		
6. Folded powder into water		
7. Mixed alginate until smooth		
8. Filled tray one at a time		
9. Handed tray to dentist		
10. Cleaned up		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

c. Rubber mixing bowl
d. Spatula
e. Impression trays
f. Timer

TASK

PM-4 Preparing and delivering cavity varnishes

PERFORMANCE OBJECTIVE

Prepare and deliver the cavity varnish.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Purpose of cavity varnish
b. Properties of cavity varnish
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice procedure in the laboratory.

INSTRUCTIONAL MATERIALS

Textbooks:

Phillips, Elements of Dental Materials

Equipment and Supplies:

a. Cavity varnish
b. Cotton pellets and cotton pliers or cotton tip applicator

LAB HOURS 1

CLASS HOURS ½

EVALUATION (PM-4)

Given cavity varnish and the necessary equipment and supplies, the student will prepare and deliver the cavity varnish. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING Acceptable	Unacceptable
1. Assembled instruments, materials, equipment		
2. Moistened applicator tip with varnish or cotton pellet delivered with cotton pliers		
3. Delivered		
4. Replaced cap on bottle immediately		
5. Received applicator (or cotton pliers with cotton pellet)		
6. Proceeded with preparation of base or restoration		
7. Completed procedure without cross-contamination		

TASK

PM-5 Preparing, mixing and delivering composite (filled) resin for restoration

PERFORMANCE OBJECTIVE

Mix composite (filled) resin and deliver the mixture to the dentist.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Chemical composition
b. Characteristics of composite
c. Purpose of composite
d. Mixing
e. Setting time
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice procedure of preparing, mixing and delivering composites for restorations.

Clinical Practice:

Have learner prepare, mix and deliver composite in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Phillips, Elements of Dental Materials

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Composite base, catalyst and tint
b. Mixing pad
c. Mixing spatula
d. Placement instrument/placement syringe
e. Gauze sponges

LAB HOURS 2

CLASS HOURS 1

EVALUATION (PM-5)

Given composite resin base and catalyst, jars of tins and other necessary supplies, the student will mix the resin and deliver the mixture to the dentist. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assemble instruments, materials and equipment		
2. Stirred jars of base, catalyst and tint		
3. Dispensed base and catalyst onto mixing pad		
4. Added color shade concentrate if required		
5. Mixed base and catalyst as specified		
a. Mixing completed in 15-35 seconds		
b. Mix was plastic, homogenous, free of lumps and foreign particles		
6. Delivered placement instrument and mixing pad simultaneously within 1 minute		
OR		
Delivered filled placement syringe within 1 minute		
7. Held mixing pad (if used) in transfer zone until procedure was completed		
a. With the right hand delivered the composite resin on the pad close to the patient's mouth		
b. Simultaneously, held a gauze sponge with hand close to the patient's mouth to wipe the placing instrument		
8. Received placement instrument or syringe		
9. Retained small amount of material for checking setting time		
10. If a glaze was used after finishing mixed glaze as specified and deliver		
11. Completed procedure without cross-contamination		

TASK

PM-6 Preparing, mixing and delivering polycarboxylate cement

PERFORMANCE OBJECTIVE

Prepare, mix and deliver polycarboxylate cement.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Chemical composition
b. Characteristics of polycarboxylate
c. Purpose
d. Mixing
e. Setting time
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice procedure of preparing, mixing and delivering polycarboxylate for use as a protective base and for cementation purposes.

Clinical Practice:

Have learner prepare, mix and deliver polycarboxylate cement in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Assisting
b. Hall, Finger Tip Reference for Dental Materials
c. Manufacturer's mixing instructions

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Cement powder/liquid
b. Glass slab/mixing pad
c. Spatula
d. Liquid and powder dispensers
e. Placement instructions
f. Cleaning supplies

LAB HOURS	2
CLASS HOURS	1

EVALUATION (PM-6)

Given polycarboxylate cement, manufacturer's instructions and the necessary supplies and equipment, the student will prepare, mix and deliver polycarboxylate cements. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled instruments, materials and supplies		
2. Cooled glass mixing slab if necessary		
3. Dispensed appropriate amounts of material		
4. Added small increments of powder into liquid		
5. Mixed materials as specified		
6. Bases and temporary restorations		
a. Delivered placing instrument		
b. Held slab or pad as indicated		
7. Luting		
a. Coated inner surface of unit(s) with cement and deliver		
b. Delivered and received seating instrument		
c. Repeated above sequence if multiple independent units are to be cemented		
d. Monitored seating time		
8. Completed procedure without cross-contamination		
9. Acceptable mix		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

TASK

PM-7 Preparing, mixing and delivering zinc phosphate cements

PERFORMANCE OBJECTIVE

Prepare, mix and deliver zinc phosphate cement to the dentist.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Chemical composition
b. Characteristic of zinc phosphate
c. Uses of zinc phosphate
d. Proper consistency for procedure
e. Instruments and supplies used
f. Care of instruments and supplies
g. Mixing time
h. Setting time
i. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing, mixing and delivering zinc phosphate cement for use as a protective base and cementation purposes.

Clinical Practice:

Have learner prepare, mix and deliver zinc phosphate cement in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Hall, Finger Tip Reference for Dental Materials

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Cement/powder/liquid
b. Glass slab
c. Spatula
d. Placement instrument(s)
e. Seating instrument(s)
f. Cleaning supplies

LAB HOURS	2
CLASS HOURS	1

EVALUATION (PM-7)

Given zinc phosphate cement and the necessary equipment and supplies, the student will prepare, mix and deliver the cement. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled instruments, materials and equipment		
2. Cooled glass mixing slab if necessary		
3. Dispensed appropriate amounts of material		
4. Added small increments of powder into liquid		
5. Mixed materials as specified		
6. Bases and temporary restorations		
a. Delivered placing instrument		
b. Held slab or pad as indicated		
7. Luting		
a. Coated inner surface of unit(s) with cement and deliver		
b. Delivered and received seating instruments		
c. Repeated above sequence if multiple independent units were cemented		
d. Monitored setting time		
8. Completed procedure without cross-contamination		
9. Acceptable mix		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

TASK

PM-8 Preparing, mixing and delivering Zinc Oxide Eugenol (ZOE) cements

PERFORMANCE OBJECTIVE

Prepare, mix and deliver Zinc Oxide Eugenol (ZOE) cement to the dentist.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Chemical composition
b. Characteristics of ZOE cement
c. Uses of ZOE cement
d. Proper consistency for procedure used
e. Instruments and supplies used
f. Care of instrument and supplies
g. Mixing time
h. Setting time
i. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing, mixing and delivering ZOE cement for use as a protective base and cementation purposes.

Clinical Practice:

Have learner prepare, mix and deliver ZOE cement in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Hall, Finger Tip Reference for Dental Materials

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Cement powder/liquid
b. Glass slab/mixing pad
c. Spatula
d. Placement instrument(s)
e. Seating instrument(s)
f. Cleaning supplies

LAB HOURS 2

CLASS HOURS 1

EVALUATION (PM-8)

Given Zinc Oxide-Eugenol cement and the necessary equipment and supplies, the student will prepare, mix and deliver the cement. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled instruments, materials and supplies		
2. Cooled glass mixing slab if necessary		
3. Dispensed appropriate amounts of material		
4. Added small increments of powder into liquid		
5. Mixed materials as specified		
6. Bases and temporary restorations		
a. Delivered placing instrument		
b. Held slab or pad as indicated		
7. Luting		
a. Coated inner surface of unit(s) with cement and deliver		
b. Delivered and received seating instrument		
c. Repeated above sequence if multiple independent units were cemented		
d. Monitor setting time		
8. Completed procedure without cross-contamination		
9. Acceptable mix		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

TASK

PM-9 Preparing reversible hydrocolloid impression materials

PERFORMANCE OBJECTIVE

Prepare reversible hydrocolloid material for making impressions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Operation of hydrocolloid condition
b. Water temperatures of conditioner
c. Properties of reversible hydrocolloid material
d. Impression tray required for reversible hydrocolloid
e. Factors influencing setting time of reversible hydrocolloid
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing reversible hydrocolloid material.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Phillips, Elements of Dental Materials
c. Manufacturer's instructions
d. Richardson and Barton, The Dental Assistant

A/Vs:

Hoffman, "Impression Materials," slide/tape

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Hydrocolloid conditioner
b. Reversible hydrocolloid material
c. Water cooled trays and tubing
d. Hydrocolloid syringe

LAB HOURS	4
CLASS HOURS	1

EVALUATION (PM-9)

Given a hydrocolloid conditioner, reversible hydrocolloid materials, manufacturer's instructions, impression trays and supportive armamentarium, the student will prepare the reversible hydrocolloid material. All checklist items must be rated "acceptable".

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared hydrocolloid conditioner		
a. Checked electrical connections for safety factors		
b. Opened covers of each three water compartments		
c. Filled each tank with water		
d. Closed covers		
e. Set dials in front of each compartment as follows:		
1. Liquefying compartment - 212° F		
2. Storage compartment - 150° F		
3. Tempering compartment - 115° F		
f. Turned on unit and set timer		
2. Prepared and stored hydrocolloid materials		
3. Prepared impression tray and placed in tempering bath		
4. Assembled supportive armamentarium		
5. Filled tray and handed syringe to operator		
6. Removed tray from tempering bath		
7. Delivered tray to operator and assisted with taking the impression		
8. Cleaned up		

TASK

PM-10 Preparing rubber base impression materials

PERFORMANCE OBJECTIVE

Prepare rubber base materials for taking oral impressions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Properties of rubber base
b. Mixing supplies needed
c. Impression tray required
d. Factors influencing setting time of rubber base
e. Use of rubber base impression
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing rubber base materials.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Phillips, Elements of Dental Materials
c. Manufacturer's instructions
d. Chasteen, Essentials of Clinical Dental Assisting
e. Richardson and Barton, The Dental Assistant

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI, Dental Materials and Technical Applications

Equipment and Supplies:

a. Paper mixing pad
b. Mixing spatula
c. Rubber base impression materials

(Continued on back)

LAB HOURS 3

CLASS HOURS 1

EVALUATION (PM-10)

Given the necessary supplies and equipment and manufacturer's instructions, the student will prepare the rubber base materials for taking oral impressions. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled materials and impression trays		
2. Applied adhesive to inner and peripheral surface of tray		
3. Prepared syringe for rubber base material		
4. Dispensed and prepared syringe material		
5. Filled syringe with material		
6. Dispensed and prepared tray material		
7. Filled impression tray		
8. Delivered tray to dentist		
9. Cleaned up		

INSTRUCTIONAL MATERIALS

A/Vs:

Hoffman, "Impression Materials," slide/tape

Equipment and Supplies:

d. Tray adhesive
e. Timer
f. Rubber base syringe
g. Impression trays

TASK

PM-11 Preparing compound impression materials

PERFORMANCE OBJECTIVE

Prepare an impression compound.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Properties of impression compound
b. Operation of compound heater
c. Impression tray required
d. Factors influencing manipulation of impression compound
e. Use of impression compound
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing impression compound.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Phillips, Elements of Dental Materials
c. Blakeslee, Dental Technology

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI, Dental Materials and Technical Applications

Equipment and Supplies:

a. Impression compound
b. Compound heater
c. Impression trays
d. Alcohol torch
e. Water bath

LAB HOURS	2
CLASS HOURS	1

EVALUATION (PM-11)

Given dental compound impression material, a compound heater, trays and all other necessary armanetarium, the student will prepare the compression material.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared compound heater		
2. Selected impression and impressions material		
3. Placed impression material in heater when it registered 130°		
4. Checked plasticity of compound at regular intervals		
5. Kneaded material		
6. When softened, placed material in impression tray		
7. Held tray over alcohol torch		
8. Placed tray in water bath for 2-3 minutes		
9. Removed tray and handed to dentist		
10. Cleaned up		

TASK

PM-12 Preparing and delivering wax for occlusal registration

PERFORMANCE OBJECTIVE

Prepare and deliver wax for occlusal registration.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Properties of wax
b. Uses of wax
c. Factors influencing manipulation of wax
d. Occulsal classifications
e. Steps of procedure
f. Procedures for using wax for occlusal registrations

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing and delivering wax.

Clinical Practice:

Have learner prepare and deliver wax in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Base plate wax
b. Water bath
c. Alcohol torch

LAB HOURS	1
CLASS HOURS	1

EVALUATION (PM-12)

Given the necessary equipment and supplies, the student will prepare and deliver wax for occlusal registration. The wax must be shaped and conditioned as specified and correctly delivered without cross-contamination.

TASK

PM-13 Preparing and delivering pastes for occlusal registration

PERFORMANCE OBJECTIVE

Prepare and deliver paste for occlusal registration.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Properties of occlusal paste
b. Use of paste
c. Factors influencing manipulation of paste
d. Classes of occlusion
e. Steps of procedure
f. Procedures using paste occlusal registration

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice mixing and delivering occlusal paste.

Clinical Practice:

Have learner mix and deliver occlusal paste in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Manufacturer's instructions

Equipment and Supplies:

a. Occlusal registration paste
b. Paper pad
c. Spatula
d. Bite tray
e. Timer

LAB HOURS 1

CLASS HOURS 1

EVALUATION (PM-13)

Given manufacturer's instructions and the necessary equipment and supplies, the student will prepare and deliver paste for occlusal registeration. The paste must be prepared according to the manufacturer's instructions and properly delivered without cross-contamination.

TASK

PM-14 Preparing and delivering silicone putty occlusal registration material

PERFORMANCE OBJECTIVE

Prepare silicone putty for occlusal registration and deliver.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

CAP-8 Transferring instruments

Provide Information On:

a. Properties of silicone putty
b. Use of silicone putty
c. Factors influencing manipulation of silicone putty
d. Classes of occlusion
e. Steps of procedure
f. Procedures for using silicone putty for occlusal registration

Demonstration of Task:

By instructor

Laboratory Application:

Have learner practice mixing and delivering silicone putty.

Clinical Practice:

Have learner mix and deliver silicone putty in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Manufacturer's instructions

Equipment and Supplies:

a. Silicone putty
b. Measuring scope (supplied by manufacturer)
c. Paper pad
d. Spatula
e. Timer

LAB HOURS	1
CLASS HOURS	1

EVALUATION (PM-14)

Given manufacturer's instructions and the necessary equipment and supplies, the student will prepare and deliver a mix of silicone putty for occlusal registration. The putty must be prepared according to the manufacturer's instructions and properly delivered without cross-contamination.

TASK

PM-15 Preparing Zinc Oxide Eugenol (ZOE) impression paste

PERFORMANCE OBJECTIVE

Prepare Zinc Oxide Eugenol (ZOE) impression paste.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Properties of ZOE impression paste
b. Impression tray required
c. Factors influencing manipulation of ZOE
d. Use of ZOE impression paste for impressions
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing ZOE impression paste.

INSTRUCTIONAL MATERIALS

Textbooks:

Richardson and Barton, The Dental Assistant

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Applications

Equipment and Supplies:

a. Mirror
b. Cotton pliers
c. Petroleum jelly
d. Trays
e. Tray adhesive
f. Impression pastes
g. Waxed paper pad
h. Steel blade spatula
i. Timer

LAB HOURS 1

CLASS HOURS 1

EVALUATION (PM-15)

Given Zinc Oxide Eugenol (ZOE) impression paste and the necessary equipment and supplies, the student will prepare the Zinc Oxide Eugenol impression paste for making an impression. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled materials, instruments and equipment		
2. Dispensed paste from each tube in equal amounts		
3. Recapped tubes		
4. Combined pastes to homogeneous mix		
5. Spread uniform thickness in tray		
6. Checked setting time		

TASK

TS-1 Preparing basic tray setups

PERFORMANCE OBJECTIVE

Prepare a basic tray setup by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AS-2 Handling sterile items
b. DIO-1 Identifying various types of dental instruments

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of supplies
d. Placement of instruments
e. Color coding
f. Purpose of oral and dental examination

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for an oral exam.

Clinical Practice:

Have learner prepare tray setup for an oral exam in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Setup: Basic Operative and Non-Operative," slide/tape

Equipment and Supplies:

a. Tray
b. Mirror
c. Explorer
d. Cotton pliers
e. Periodontal probe
f. High-speed suction tip
g. Saliva ejector
h. Cotton pellets
i. Gauze sponges
j. Cotton rolls
k. Dental floss

LAB HOURS 4
CLASS HOURS 2

EVALUATION (TS-1)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a basic tray setup. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2. Pen grasp instruments placed with working end toward right side (or top)		
3. Palm grasp instruments placed with working end toward left side (or bottom)		
4. Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5. Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6. Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7. Instruments to be used only by auxiliary placed with handles toward auxillary (right side)		
8. All necessary instruments and supplies present		
9. Instruments or supplies not required for the procedure have been omitted from the tray		
10. Setup is compact		
11. Completed the procedure without cross-contamination		

TASK

TS-2 Preparing anesthetic tray setups

PERFORMANCE OBJECTIVE

Prepare an anesthetic tray setups by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AS-2 Handling sterile items
b. DIO-1 Identifying various types of dental instruments
c. BP-7 Preparing an anesthetic syringe

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Purpose and indications for anesthesia

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for local anesthesia.

Clinical Practice:

Have learner prepare local anesthetic tray setup in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Basic setup
b. Gauze, 5 cm X 5 cm (2" X 2")
c. Cotton tip applicators in sterile containers
d. Topical anesthetic ointment (liquid or gel)
e. Side-loading aspirating syringe in sterile container
f. Disposable needle(s)
g. Anesthetic solution(s) in disposable carpules

LAB HOURS 4

CLASS HOURS 1

EVALUATION (TS-2)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare an anesthetic tray setup. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Hand instruments placed on left side from botton to top (or left to right) according to their sequence of use		
2. Pen grasp instruments placed with working end toward right side (or top)		
3. Palm grasp instruments placed with working end toward left side (or bottom)		
4. Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5. Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6. Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7. Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8. All necessary instruments and supplies present		
9. Instruments or supplies not required for the procedure have been omitted from the tray		
10. Set is compact		
11. Completed the procedure without cross-contamination		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

f. Disposable needle(s)
g. Anesthetic solution(s)
in disposable carpules

TASK

TS-3 Preparing rubber dam tray setups

PERFORMANCE OBJECTIVE

Prepare a tray setup for rubber dam application by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

TS-1 Preparing basic tray setup

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for rubber dam application.

Clinical Practice:

Have learner prepare rubber dam tray setup in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Setup-Rubber Dam," slide/tape

Equipment and Supplies:

a. Basic tray setup
b. Crown and bridge scissors
c. Rubber dam clamps
d. Frame/holder
e. Clamp forceps
f. Rubber dam punch
g. Rubber dam
h. Napkin (optional)
i. Inversion instrument
j. Lubricant
k. Template or stamp

LAB HOURS	1
CLASS HOURS	2

EVALUATION (TS-3)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a tray setup for rubber dam application. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

		RATING	
	ACTIVITY	Acceptable	Unacceptable
1.	Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2.	Pen grasp instruments placed with working end toward right side (or top)		
3.	Palm grasp instruments placed with working end toward left side (or bottom)		
4.	Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5.	Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6.	Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7.	Instruments to be used only by auxiliary are placed with handles toward auxiliary (right side)		
8.	All necessary instruments and supplies present		
9.	Instruments or supplies not required for the procedure have been omitted from the tray		
10.	Setup is compact		
11.	Completed the procedure without cross-contamination		

TASK

TS-4 Preparing tray setups for prophylaxis

PERFORMANCE OBJECTIVE

Prepare a setup for cleaning and polishing teeth by selecting and arranging appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

TS-1 Preparing basic tray setups

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Color coding
f. Purpose of oral prophylaxis

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing and prophylaxis tray setups.

Clinical Practice:

Have learner prepare oral prophylaxis tray setups in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Setup: Prophylaxis," slide/tape

Equipment and Supplies:

a. Basic setup
b. Disclosing solution
c. Scalers
d. Currettes
e. Pumice
f. Right angle high piece
g. Rubber cups
h. Brushes
i. Slow speed hand piece

LAB HOURS	4
CLASS HOURS	1

EVALUATION (TS-4)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a setup for cleaning and polishing teeth. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Hand instruments placed on left side from bottom to top (or left or right) according to their sequence of use		
2.	Pen grasp instruments placed with working end toward right side (or top)		
3.	Palm grasp instruments placed with working end toward left side (or bottom)		
4.	Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5.	Cotton pliers and other instruments to be manipulated by auxiliar with the left hand placed with working end to the left (or bottom)		
6.	Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7.	Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8.	All necessary instruments and supplies present		
9.	Instruments or supplies not required for the procedure have been omitted from the tray		
10.	Setup is compact		
11.	Completed the procedure without cross-contamination		

TASK

TS-5 Preparing tray setups for cavity preparation

PERFORMANCE OBJECTIVE

Prepare a tray setup for cavity preparation by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BP-5 Cavity classifications
b. TS-2 Preparing an anesthetic tray setup
c. TS-3 Preparing rubber dam tray setups

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Color coding
f. Purpose and indications of cavity preparation
g. Causes of cavities

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for a cavity preparation.

Clinical Practice:

Have learner prepare a cavity preparation tray setup in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Basic setup
b. Anesthetic setup
c. Rubber dam setup
d. Spoon excavator
e. Small hatchet
f. Large hatchet
g. Curved chisel
h. Monangle chisel
i. Bi-angle hoe
j. Triple angle hoe
k. Mesial margin trimmer
l. Distal margin trimmer
m. Bur block set with burs
n. Bur changer(s)
o. Handpieces

LAB HOURS 2

CLASS HOURS 1

EVALUATION (TS-5)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a setup for cavity preparation. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY		RATING	
		Acceptable	Unacceptable
1.	Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2.	Pen grasp instruments placed with working end toward right side (or top)		
3.	Palm grasp instruments placed with working end toward left side (or bottom)		
4.	Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5.	Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6.	Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7.	Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8.	All necessary instruments and supplies present		
9.	Instruments or supplies not required for the procedure have been omitted from the tray		
10.	Setup is compact		
11.	Completed the procedure without cross-contamination		

TASK

TS-6 Preparing tray setups for amalgam restoration

PERFORMANCE OBJECTIVE

Prepare a tray setup for amalgam restoration by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

TS-5 Preparing tray setups for cavity preparation

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Color coding
f. Purpose and indications of amalgam restorations
g. Preparing matrix

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for an amalgam restoration.

Clinical Practice:

Have learner prepare an amalgam restoration tray setup in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Setup-Amalgam," slide/tape

Equipment and Supplies:

a. Basic tray setup
b. Anesthetic setup (optional)
c. Rubber dam setup (optional)
d. Cavity preparation setup
e. Placing and carving instruments
f. Amalgam carrier
g. Small and medium condensers

(Continued on back)

LAB HOURS 2

CLASS HOURS 1

EVALUATION (TS-6)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a tray setup for amalgam restoration. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2. Pen grasp instruments placed with working end toward right side (or top)		
3. Palm grasp instruments placed with working end toward left side (or bottom)		
4. Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5. Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6. Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7. Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8. All necessary instruments and supplies present		
9. Instruments or supplies not required for the procedure have been omitted from the tray		
10. Setup is compact		
11. Completed the procedure without cross-contamination		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

h. Carvers
i. Interproximal sealer
j. Burnisher
k. Cavity liner and cavity varnish if needed
l. Spatula applicator
m. Mixing pad
n. Glass slab
o. Matrix retainer with assembled band and assorted wooden wedges if doing a class II procedure
p. Amalgam weel or squeeze cloth
q. Articulating paper in holder
r. Hand pieces
s. Bur changer(s)

TASK

TS-7 Preparing tray setups for composite resin restorations

PERFORMANCE OBJECTIVE

Prepare a composite resin tray setup by selecting and arranging appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

10.05 Preparing tray setups for cavity preparation

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Color coding
f. Purpose and indication of composite resin restoration

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing a tray setup for a composite resin restoration.

Clinical Practice:

Have learner prepare a composite resin restoration try setup in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Tools and Equipment:

a. Basic tray setup
b. Anesthetic setup
c. Rubber dam setup
d. Cavity preparation setup
e. Material used
f. Cavity liner
g. Mixing pad and spatula
h. Nylon or teflon placing instruments or syringe if used
i. Trimming instrument (e.g., Bard Parker)
j. Matrix strip
k. Matrix clamp (optional)
l. Wooden wedges
m. Articulating paper in holder
n. Finishing strips and discs
o. Lubricant
p. Mandrel

LAB HOURS	2
CLASS HOURS	1

EVALUATION (TS-7)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a tray setup for composite resin restoration. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2. Pen grasp instruments placed with working end toward right side (or top)		
3. Palm grasp instruments placed with working end toward left side (or bottom)		
4. Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5. Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6. Other instruments and supplies placed in orderly arrangements (those used together are placed together)		
7. Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8. All necessary instruments and supplies present		
9. Instruments or supplies not required for the procedure have been omitted from the tray		
10. Setup is compact		
11. Completed the procedure without cross-contamination		

TASK

TS-8 Preparing tray setups for fixed prosthesis

PERFORMANCE OBJECTIVE

Prepare a tray setup for fixed prosthesis by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

TS-2 Preparing anesthetic tray setups

Provide Information On:

a. Types of fixed prosthesis
b. Purpose and indications of fixed prosthesis
c. Verifying stage of procedure
d. Instruments and supplies needed
e. Placement of instruments and supplies
f. Sequence of use
g. Color coding

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for fixed prosthesis.

Clinical Practice:

Have learner prepare tray setup for fixed prosthesis in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Setup: Jacket Crown," slide/tape

Equipment and Supplies:

a. Basic setup (2 mouth mirrors)
b. Anesthesia setup
c. Straight handpiece
d. Contra angle high speed hand piece
e. Carborundum discs
f. Diamond discs
g. Moore's mandrel

(Continued on back)

LAB HOURS	2
CLASS HOURS	1

EVALUATION (TS-8)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a tray setup for fixed prosthesis. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2.	Pen grasp instruments placed with working end toward right side (or top)		
3.	Palm grasp instruments placed with working end toward left side (or bottom)		
4.	Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5.	Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6.	Other instruments and supplies placed in orderly arrangement (those used together placed together		
7.	Instruments to be used only by auxiliary are placed with handles toward auxiliary (right side)		
8.	All necessary instruments and supplies are present		
9.	Instruments or supplies not required for the procedure have been omitted from the tray		
10.	Setup is compact		
11.	Completed the procedure without cross-contamination		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

h. 169-FG tapered carbide bur
i. Medium round diamond stone
j. Diamond stone with tapered square cutting end
k. Impression material and supplies needed
l. Materials for constructing custom tray

TASK

TS-9 Preparing tray setups for periodontal surgery

PERFORMANCE OBJECTIVE

Prepare a tray setup for periodontal surgery by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prequisite Tasks:

a. TS-1 Preparing basic tray setups
b. TS-2 Preparing anesthetic tray setups

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Color coding
f. Purpose

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for periodontal surgery.

Clinical Practice:

Have learner prepare tray setup for periodontal surgery in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Basic setup
b. Anesthetic setup
c. Bard Parker scape and blades
d. Currettes
e. Dressing carver
f. Emesis basin
g. Gingivectomy knives
h. Hemostats
i. Periosteal elevatoe
j. Scissors
k. Spatula
l. Surgical evacuator tip
m. Suture and suture needle
n. Dressing

LAB HOURS 2
CLASS HOURS 1

EVALUATION (TS-9)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a tray setup for periodontal surgery. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY		RATING	
		Acceptable	Unacceptable
1.	Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2.	Pen grasp instruments placed with working end toward right side (or top)		
3.	Palm grasp instruments placed with working end toward left side (or bottom)		
4.	Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5.	Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6.	Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7.	Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8.	All necessary instruments and supplies present		
9.	Instruments or supplies not required for the procedure have been omitted from the tray		
10.	Setup is compact		
11.	Completed the procedure without cross-contamination		

TASK

TS-10 Preparing tray setups for root canal therapy (endodontics)

PERFORMANCE OBJECTIVE

Prepare a tray setup for root canal therapy by selecting and arranging the appropriate instruments and supplies.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. TS-2 Preparing anesthetic tray setups
b. TS-3 Preparing rubber dam tray setups

Provide Information On:

a. Instruments and supplies needed
b. Sequence of use
c. Placement of instruments
d. Placement of supplies
e. Color coding
f. Purpose of root canal therapy

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing tray setups for root canal therapy.

Clinical Practice:

Have learner prepare tray setup for root canal therapy in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Setup: Endodontic," slide/tape

Equipment and Supplies:

a. Basic tray setup
b. Anesthetic tray setup if needed
c. Rubber dam setup
d. Currettes
e. Spoon excavator
f. Endodontic explorer
g. Plastic instrument
h. Forceps
i. Scissors

(Continued on back)

LAB HOURS	2
CLASS HOURS	1

EVALUATION (TS-10)

Given a specific procedure to be performed and the necessary equipment and supplies, the student will prepare a tray setup for root canal therapy. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Hand instruments placed on left side from bottom to top (or left to right) according to their sequence of use		
2. Pen grasp instruments placed with working end toward right side (or top)		
3. Palm grasp instruments placed with working end toward left side (or bottom)		
4. Mirror and other instruments to be transferred to operator's left hand placed with working end to the left (or bottom)		
5. Cotton pliers and other instruments to be manipulated by auxiliary with the left hand placed with working end to the right (or top)		
6. Other instruments and supplies placed in orderly arrangement (those used together are placed together)		
7. Instruments to be used only by auxiliary placed with handles toward auxiliary (right side)		
8. All necessary instruments and supplies present		
9. Instruments or supplies not required for the procedure have been omitted from the tray		
10. Setup is compact		
11. Completed the procedure without cross-contamination		

Task TS-10

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

j. Spreader
k. Swab (cotton)
l. Syringes (irrigating)
m. Instrumentation materials (e.g., reamers, files, broaches)
n. Millimeter ruler
o. Rubber dam stops for reamers
p. Medicaments
q. Points (paper/guttapercha/silver) if indicated
r. Sealant, mixing pad, spatula, cavity sealer if indicated

TASK

COP-1 Assisting in oral and dental examinations

PERFORMANCE OBJECTIVE

Assist the dentist with an oral examination.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BP-4 Preparing the operatory
b. TS-1 Preparing basic tray
c. BP-8 Transferring instruments
d. BP-9 Charting oral conditions

Provide Information On:

a. Purpose of clinical examination
b. Clinical examination on the face and oral cavity
    1. Digitally
    2. Bimanually
c. Observing patient for anomalies
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice assisting instructor or fellow classmate with an oral examination.

Clinical Practice:

Have learner assist with an oral examination in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Tools and Equipment:

a. Basic tray setups
b. Operatory
c. Mannikin
d. Pen
e. Colored pencils
f. Chart
g. Medical/dental history forms
h. Tongue depressor
i. Rubber glove

LAB HOURS	4
CLASS HOURS	1

EVALUATION (COP-1)

Given a patient, dentist's instructions and the necessary equipment and supplies, the student will assist the dentist in an oral examination.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared for the procedure		
a. Prepared tray setups		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received instruments		
3. Recorded findings accurately		
4. Maintained accurate records of patient's condition		
5. Operating field maintained		
6. No unnecessary discomfort to patient		
7. No wasted time or motion		
8. Completed the procedure without cross-contamination		

TASK

COP-2 Assisting with the administration of local anesthesia

PERFORMANCE OBJECTIVE

Assist the dentist in administering an anesthetic.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	MFO-1-6	Maintaining field of operation
b.	BP-8	Transferring instruments
c.	TS-2	Preparing anesthetic tray setups
d.	CAP-5	Applying topical anesthetic

Provide Information On:

a. Application areas of local anesthetic
b. Difference between topical and local anesthetic
c. Reactions to local anesthetic
d. Vasoconstrictors
e. Steps of procedure
f. Safety precautions

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice assisting with the administration of local anesthesic.

Clinical Practice:

Have learner assist with the administration of local anesthesic in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, *Modern Dental Assisting*
b. Dunn and Booth, *Internal Medicine-Systemic Emergencies*

Equipment and Supplies:

Anesthetic tray setup

LAB HOURS	6
CLASS HOURS	1

EVALUATION (COP-2)

Given a patient and a setup for the administration of a local anesthetic, the student will assist the dentist in administering the anesthetic. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING Acceptable	 Unacceptable
1. Patient was seated and prepared for the treatment		
2. Passed gauze sponge for dentist to dry area		
3. Topical anesthetic was applied to area of injection (by dentist or assistant)		
4. Remove needle's protective shield		
5. Checked bevel orientation - bevel towards bone		
6. Recieved used sponge		
7. Delivered syringe to the dentist's patient's view		
8. Extended left arm across patient to prevent sudden movement		
9. Received syringe from dentist		
10. Rinsed and aspirated patient's mouth		
11. Completed procedure without cross-contamination		

TASK

COP-3 Assisting with the application and removal of a rubber dam

PERFORMANCE OBJECTIVE

Assist the dentist in the application and removal of a rubber dam.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BP-3 Transferring instruments
b. TS-3 Preparing rubber dam tray setups

Provide Information On:

a. Use of rubber dam forcep
b. Types and uses of rubber dam clamps
c. Procedure to mark rubber dam
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with application and removal of rubber dam in a mannikin.

Clinical Practice:

Have learner assist with application and removal of a rubber dam in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson and Barton, The Dental Assistant
c. Chasteen, Essentials of Clinical Dental Assisting

A/Vs:

American Dental Association, "4-handed Rubber Dam Application," slide tape; "Practical Rubber Dam Application," slide/tape

Tools and Equipment:

a. Basic tray setups
b. Rubber dam tray setup
c. Mannikin

LAB HOURS	3
CLASS HOURS	1

EVALUATION (COP-3)

Given a patient who is seated and prepared for a dental operative procedure and the necessary equipment and supplies, the student will assist the dentist in the application and removal of a rubber dam. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
APPLICATION		
1. Seated and prepared patient for procedure		
2. Washed hands		
3. Prepared rubber dam for application		
4. Flossed patient's teeth to be isolated		
5. Placed clamp forceps in clamp		
6. Placed rubber dam napkin over patient's mouth		
7. Passed rubber dam with clamp forceps to dentist		
8. Retracted patient's cheek as dentist applied dam		
9. Passed frame and assisted in attachment		
10. Assisted dentist in manipulation of dam over teeth to be exposed		
11. Passed floss between contact points		
12. Air-dried exposed teeth		
13. Passed instrument for inverting dam around teeth		
14. Assisted in ligation (if necessary)		
15. Passed rubber dam stops if indicated		
16. Flushed and dried area		
REMOVAL		
1. Ascertained that treatment procedure was completed		
2. Cut ligations (if necessary) and interproximals		
3. Delivered rubber dam forceps to dentist		

EVALUATION (COP-3)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
4. Retrieved rubber dam forceps with rubber dam clamp and rubber dam frame		
5. Flushed and dried oral cavity		
6. Retrieved rubber dam napkin		

TASK

COP-4 Assisting with cavity preparations

PERFORMANCE OBJECTIVE

Assist dentist with any given cavity preparation.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. MFO-1-6 Maintaining field operation
b. BP-4 Preparing the operatory
c. BP-6 Performing a bur exchange
d. TS-5 Preparing tray set-ups for cavity preparation
e. COP-2 Assisting with the administration of local anesthesia
f. COP-3 Assisting with the application and removal of a rubber dam

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with cavity preparation using mannikin as patient.

Clinical Practice:

Have learner assist with cavity preparation in clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Chasteen, Essentials of Clinical Dental Assisting
c. Richardson and Barton, The Dental Assistant

Student Manuals:

Strickland and Wilder, Dental Assisting Manual VIII Clinical Chairside Assisting

Equipment and Supplies:

d. Equipped operatory
e. Mannikin

LAB HOURS 10

CLASS HOURS 1

EVALUATION (COP-4)

Given a patient and a cavity tray setup, the student will assist the dentist in cavity preparation. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared for the procedure		
a. Prepared or rechecked tray setup		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered mirror and explorer		
3. Received mirror and explorer		
4. Assisted in administration of local anesthetic if required		
5. Assisted in placement of rubber dam required		
6. Delivered and received instruments required for cavity preparation		
7. Completed the procedure without cross-contamination		
8. Operating field maintained		
9. No unnecessary discomfort to patient		
10. No wasted time or motion		

TASK COP-4

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Stages of cavity preparation
b. Use of instruments and supplies needed
c. Steps of procedure

TASK

COP-5 Assisting with amalgam restorations

PERFORMANCE OBJECTIVE

Assist the dentist with an amalgam restoration.

INSTRUCTIONAL ACTIVITIES

Prequisite Tasks:

a.	PM-1	Prepare amalgam for restoration
b.	TS-6	Amalgam tray setup
c.	COP-4	Assisting with cavity preparation

Provide Information On:

a. Use of instruments and supplies
b. Stages of amalgam restoration
c. Steps of procedure
d. Post-operative instructions

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with amalgam restoration with mannikin as patient.

Clinical Practice:

Have learner assist with amalgam restoration in clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Chasteen, Essentials of Clinical Dental Assisting
c. Richardson and Barton, The Dental Assistant

A/Vs:

American Dental Association, "Dental Assistant Utilization Amalgam Procedure," slide/tape

Student Manuals:

Strickland and Wilder, Dental Assisting Manual VIII Clinical Chairside Assisting

Equipment and Supplies:

a. Amalgam tray setup
b. Mannikin

LAB HOURS	10
CLASS HOURS	1

EVALUATION (COP-5)

Given a patient with a prepared cavity, the student will prepare the amalgam and assist the dentist with the restorative procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Identified stage of cavity preparation		
2. Evacuated oral cavity		
3. Passed wedge to dentist		
4. Prepared varnish and passed to dentist		
5. Prepared, mixed and delivered amalgam to dentist		
6. Performed instrument exchange as indicated		
7. Evacuated oral cavity as indicated		
8. Assisted dentist in testing and adjusting occlusion		
9. Cared for and instructed patient in post-operative care		
10. Dismissed patient, reappointed for polishing or next restoration as per treatment plan		
11. Cleaned up operatory and prepared for the next patient		

TASK

COP-6 Assisting with polishing amalgam restorations

PERFORMANCE OBJECTIVE

Assist the dentist in polishing an amalgam restoration.

INSTRUCTIONAL ACTIVITIES

Prequisite Tasks:

BP-8	Transferring instruments
MFO-1-6	Maintaining field of operation

Provide Information On:

a. Instruments and supplies needed
b. Action of polishing agents
c. Purpose for polishing amalgam restorations
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with polishing a amalgam restoration on a mannikin.

Clinical Practice:

Have learner assist with polishing an amalgam restoration in the clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson and Barton, The Dental Assistant

Equipment and Supplies:

a. Slow handpiece
b. Bristle brush
c. Equipped operatory
d. Rubber cup
e. Polishing agent

LAB HOURS 2
CLASS HOURS 1

EVALUATION (COP-6)

Given a patient and the necessary equipment and supplies, the student will assist the dentist in polishing an amalgam restoration. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Seated and prepared the patient		
2. Performed instrument exchange		
3. Prepared handpiece		
a. Removed bur and replaced with bristle brush		
b. Adjusted angle of handpiece		
c. Handed handpiece to dentist		
4. Applied air, water and suction as needed		
5. Removed bristle from handpiece and replaced with rubber cup		
6. Moved polishing agent to exchange zone		
7. Cared for patient		
8. Dismissed patient (reappointed as necessary)		
9. Cleaned up operatory and prepared for next patient		

TASK

COP-7 Assisting with composite resin restorations

PERFORMANCE OBJECTIVE

Assist the dentist with a composite resin restoration.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. PM-3 Preparing, mixing and delivering composite resin for restoration
b. TS-7 Preparing tray set-up for composite resin restorations
c. COP-4 Assisting with cavity preparation

Provide Information On:

a. Use of instruments and supplies
b. Stages of cavity restoration
c. Steps of procedure
d. Post-operative instructions for procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with composite restoration using mannikin as patient.

Clinical Practice:

Have learner assist with composite restoration in clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Chasteen, Essentials of Clinical Dental Assisting
c. Richardson and Barton, The Dental Assistant

Student Manuals:

Strickland and Wilder, Dental Assisting Manual VIII Clinical Chairside Assisting

Equipment and Supplies:

a. Composite resin tray set-up
b. Mannikin

LAB HOURS	8
CLASS HOURS	1

EVALUATION (COP-7)

Given a patient with a prepared cavity, the student will prepare the composite resin materials and assist the dentist with the restorative procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepare for procedure		
a. Prepared or rechecked tray setup		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received mirror and explorer		
3. Assisted in color shade selection if required		
4. Assisted with anesthetic if required		
5. Assisted in placement of rubber dam		
6. Delivered matrix strip and wedge if required		
7. Prepared and delivered bases/varnished/ liners if needed		
8. Prepared, mixed, (load syringe if used) and delivered composite resin		
9. Delivered and received placement instrument		

EVALUATION (COP-7)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
10. Received matrix strip and band if required		
11. Delivered and received explorer as required		
12. Delivered and received instrument for trimming excess material if required		
13. Assisted in removal of rubber dam		
14. Delivered and received dental floss		
15. Delivered and received articulating paper in holder for checking occlusion or held yourself		
16. Wiped marks with gauze if needed		
17. Removed debris from operating field and patient's face if needed		
18. Gave post-operative instructions for the restoration and rescheduled if more work is needed		
19. Recorded procedure and instructions on patient's chart		
20. Cleaned up operatory		

EVALUATION (COP-7)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
21. No cross-contamination; completed procedure without cross-contamination		
22. Acceptable composite resin		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		
23. Operating field maintained		
24. No unnecessary discomfort to patient		
25. No wasted time or motion		

TASK

COP-8 Assisting with silicate cement restorations

PERFORMANCE OBJECTIVE

Assist the dentist with a silicate cement restoration.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. PM-2 Preparing silicate cement for restoration
b. COP-4 Assisting with cavity preparation

Provide Information On:

a. Instruments and supplies required
b. Stages of cavity restoration
c. Method of occlusal registration
d. Tray set up for silicate restoration
e. Steps of procedure
f. Post-operative instructions for procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with silicate cement restoration with dentoform mannikin as patient.

Clinical Practice:

Have learner assist with silicate cement restoration in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Tray Set-Up: Silicate Cement," slide/tape

Equipment and Supplies:

a. Glass slab
b. Spatula
c. Silicate powder and liquid
d. Timer
e. Basic tray setup
f. Dentoform mannikin
g. Articulating paper
h. Handpiece
i. Mandrel
j. Finishing strips and discs
k. Lubricant

(Continued on back)

LAB HOURS 3

CLASS HOURS 1

EVALUATION (COP-8)

Given a patient with a prepared cavity, the student will prepare the silicate and assist the dentist with the restorative procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Identified stage of cavity preparation		
2. Assisted with placement of matrix		
3. Mixed silicate and moved to exchange zone		
4. Performed instrument exchange indicated		
5. Placed disc in handpiece and passed to dentist		
6. Passed and assisted with articulator paper		
7. Cared for and dismissed patient		
8. Cleaned up		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

l. Matrix
m. Wooden wedges
n. Plastic instrument
o. Gold knife

TASK

COP-9 Assisting with pit and fissure sealant

PERFORMANCE OBJECTIVE

Assist the dentist with pit and fissure sealant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	COP-3	Preparing tray setups for prophylaxis
b.	BP-8	Transferring instruments
c.	MFO-1-6	Maintaining field of operation

Provide Information On:

a. Indications for use of sealants
b. Contraindications for use of sealants
c. Equipment and supplies needed
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with a pit and fissure sealant on a mannikin

Clinical Practice:

Given all necessary supplies and equipment, have learner assist with a pit and fissure sealant of a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Equipment and Supplies:

a. Ultraviolet light
b. Manufacturer's sealant
c. Conditioning solution
d. Wooden sticks
e. Prophylaxis tray setups
f. Camel-hair brush
g. Small white stone
h. Small diamond stone
i. Straight handpiece
j. Articulating paper
k. Dappan dish

LAB HOURS 2

CLASS HOURS 1

EVALUATION (COP-9)

Given a seated patient and all necessary equipment and supplies, the student will assist the dentist with a pit and fissure sealant. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assisted with clearing the teeth		
2. Turned ultraviolet light on		
3. Prepared sealant		
4. Placed a few drops of conditioner in a dappen dish		
5. Placed cotton pellet in cotton pliers, dipped in conditioning solution and handed to operator		
6. Timed conditioning of teeth		
7. Rinsed patient's oral cavity		
8. Dried teeth		
9. Delivered camel-hair brush dipped in sealant to operator		
10. Handed ultraviolet light to the operator and timed procedure		
11. Prepared straight handpiece with stone and passed to operator		
12. Assisted with checking occlusion		
13. Recorded procedure on patient's chart		
14. Cleaned operatory		

TASK

COP-10 Assisting with Zinc Oxide Eugenol (ZOE) impression paste procedures

PERFORMANCE OBJECTIVE

Assist the dentist with a Zinc Oxide Eugenol (ZOE) impression paste procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BP-8 Transferring instruments
b. DPL-2 Handling final impressions
c. PM-12 Preparing ZOE impression paste
d. TS-1 Preparing basic tray setups

Provide Information On:

a. Tray setup for ZOE impression paste
b. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with taking an impression with ZOE impression paste in a clinical setting.

Clinical Practice:

Have learner assist with taking an impression with ZOE impression paste in a clinical setting.

INSTRUCTIONAL MATERIALS

Student Manuals:

Strickland and Wilder, Dental Assisting Manual VIII, Clinical Chairside Assisting

Equipment and Supplies:

a. Basic tray setups
b. Mirror
c. Cotton pliers
d. Petroleum jelly
e. Trays
f. Tray adhesive
g. Impression pastes
h. Waxed paper pad
i. Steel blade spatula
j. Timer

LAB HOURS 2
CLASS HOURS ½

EVALUATION (COP-10)

Given a patient requiring impressions (full or partial dentures) and instructions from the dentist, the student will prepare Zinc Oxide Eugenol impression paste and assist with the procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared for procedure		
a. Prepared or rechecked tray setups		
b. Prepared operatory		
c. Positioned patients and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received mirror and explorer		
3. Prepared, mixed and delivered impression material		
4. Cleaned spatula and other instruments as required		
5. Received and identified impression		
6. Rinsed and evacuated patient's mouth; wiped face if needed		
7. Prepared impression for laboratory		
8. Recorded on patient's chart		
9. Cleaned up operatory		
10. Completed the procedure without cross-contamination		
11. Acceptable impression material		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

EVALUATION (COP-10)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
12. Operating field maintained		
13. No unnecessary discomfort to patient		
14. No wasted time or motion		

TASK

COP-11 Assisting with rubber base impression procedures

PERFORMANCE OBJECTIVE

Assist the dentist with a rubber base impression procedures.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	BP-8	Transferring instruments
b.	DLP-2	Handling final impressions
c.	PM-13	Preparing rubber base impression materials
d.	MFO-1-6	Maintaining field of operation

Provide Information On:

a. Tray setup for rubber base impression
b. Indications for use of rubber base
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with taking a rubber base.

Clinical Practice:

Have learner assist with taking a rubber base in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson, The Dental Assistant
c. Chasteen, Essentials of Clinical Dental Assisting

A/Vs:

American Dental Association, "Dental Assistant Utilization: Rubber Base Impression Procedure," slide/tape

Student Manuals:

Strickland and Wilder, Dental Assisting Manual VIII, Clinical Chairside Assisting

Equipment and Supplies:

a. Paper mixing pads
b. Mixing spatulas
c. Rubber base impression material
d. Tray adhesive
(Continued)

LAB HOURS 3

CLASS HOURS ½

EVALUATION (COP-11)

Given a patient requiring impressions and instructions from the dentist, the student will prepare the rubber base impression material and assist with the procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared for procedure		
a. Prepared or rechecked tray setup		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received mirror and explorer		
3. Prepared, mixed and delivered impression material		
4. Cleaned spatula and other instruments as required		
5. Received and identified impression		
6. Rinsed and evacuated patient's mouth; wiped face if needed		
7. Prepared impression for laboratory		
8. Recorded on patient's chart		
9. Cleaned up operatory		
10. Completed the procedure without cross-contamination		
11. Acceptable impression material		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

EVALUATION (COP-11)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
12. Operating field maintained		
13. No unnecessary discomfort to patient		
14. No wasted time or motion		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

e. Timer
f. Rubber base syringe and paper
g. Impression trays
h. Mirror
i. Cotton pliers
j. Explorer
k. Plastic instrument

TASK

COP-12 Assisting with reversible hydrocolloid impression procedures

PERFORMANCE OBJECTIVE

Assist the dentist with a reversible hydrocolloid impression procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	BP-8	Transferring instruments
b.	PM-15	Preparing reversible hydrocolloid impression materials
c.	DPL-2	Handling final impressions
d.	MFO-1-6	Maintaining field of operation

Provide Information On:

a. Tray setup for a reversible hydrocolloid impression
b. Indications for use of reversible hydrocolloid
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with taking a reversible hydrocolloid impression

Clinical Practice:

Have learner assist with taking a reversible hydrocolloid impression in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Richardson, The Dental Assistant
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Impression Materials," slide/tape

Equipment and Supplies:

a. Mirror
b. Cotton pliers
c. Explorer
d. Plastic instrument
e. Hydrocolloid conditioner
f. Water cooled trays and tubing
g. Hydrocolloid syringe

LAB HOURS	5
CLASS HOURS	½

EVALUATION (COP-12)

Given a patient requiring impressions and instructions from the dentist, the student will prepare the reversible hydrocolloid impression material and assist the dentist with the procedure.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepare for procedure		
a. Prepared or rechecked tray setup		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received mirror and explorer		
3. Prepared and delivered impression material		
4. Cleaned spatula and other instruments as required		
5. Received and identified impression		
6. Rinsed and evacuated patient's mouth; wiped face if needed		
7. Prepared impression for laboratory		
8. Recorded on patient's chart		
9. Cleaned up operatory		
10. Completed the procedure without cross-contamination		
11. Acceptable impression material		
a. Evenly blended		
b. Workable		
c. Free of foreign particles		

EVALUATION (COP-12)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
12. Operating field maintained		
13. No unnecessary discomfort to patient		
14. No wasted time or motion		

TASK

COP-13 Assisting with periodontal surgery

PERFORMANCE OBJECTIVE

Assist the dentist with periodontal surgery.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BP-3 Explaining preoperative instructions to the patient
b. TS-9 Preparing tray setups for periodontal surgery
c. COP-2 Assisting with the administration of local anesthesia

Provide Information On:

a. Indications for periodontal treatment
b. Contraindications
c. Uses of instruments
d. Materials and agents used

(Continued)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice assisting with periodontal surgery procedure.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson, The Dental Assistant

Equipment and Supplies:

a. Periodontal tray setup
b. Equipped operatory
c. Mannikin

LAB HOURS	8
CLASS HOURS	2

EVALUATION (COP-13)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
16. Operating field maintained		
17. No unnecessary discomfort to patient		
18. No wasted time or motion		

INSTRUCTIONAL ACTIVITIES

Provide Information On:

e. Periodontal dressing
    1. Types
    2. Mixing
    3. Placement
f. Post-operative instructions for the procedure
g. Methods of periodontal surgery
h. Steps of procedure

EVALUATION (COP-13)

Given a patient who requires a specific periodontal surgery procedure and the necessary equipment and supplies, the student will assist the dentist with the periodontal surgery. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared for the procedure		
a. Prepared tray setup or rechecked		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received mirror and explorer		
3. Assisted in administration of local anesthetic		
4. Delivered and received instruments needed for the procedure		
5. Maintained the surgical field		
6. Monitored the patient		
7. Assisted with suturing if required		
8. Prepared and delivered periodontal dressing		
9. Delivered and received placement instrument		
10. Cleaned instrument		
11. Wiped patient's face if needed		
12. Gave post-operative instruction		
13. Recorded procedure and instructions on patient's chart		
14. Cleaned up operatory		
15. Completed procedure without cross-contamination		

TASK

COP-14 Assisting with oral surgery (tooth removal)

PERFORMANCE OBJECTIVE

Assist with the tooth removal.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BP-3 Explaining pre-operative instructions
b. TS-1 Preparing basic
c. COP-2 Assisting with the administration of local anesthesia

Provide Information On:

a. Placement of sutures
b. Types and uses of forceps and elevators
c. Giving post-operative instructions
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with an extraction on a mannikin.

Clinical Practice:

Given a patient who requires removal of a tooth, assist with the tooth removal in the clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson, The Dental Assistant

Equipment and Supplies:

Oral surgery tray setup

LAB HOURS	8
CLASS HOURS	2

EVALUATION (COP-14)

Given a patient who requires removal of a tooth, the student will assist with the tooth removal. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepared for procedure		
a. Prepared or rechecked tray setup		
b. Prepared operatory		
c. Positioned patient and light		
d. Washed hands		
e. Positioned self		
2. Delivered and received mirror and explorer		
3. Assisted in administration of local anesthetic		
4. Maintained the surgical field		
5. Monitored the patient		
6. Delivered and received necessary instruments		
7. Aspirated operative site		
8. Assisted with suturing if required		
9. Placed gauze sponge over operative site; instructed patient to bite on it		
10. Wiped patient's face if needed		
11. Gave post-operative instructions and made appointment for return		
12. Recorded procedure and instructions on chart		
13. Cleaned up operatory		
14. Completed procedure without cross-contamination		
15. Operating field maintained		

EVALUATION (COP-14)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
16. No unnecessary discomfort to patient		
17. No wasted time or motion		

TASK

COP-15 Assisting with root canal procedures (endodontics)

PERFORMANCE OBJECTIVE

Assist the dentist with a specified endodontic treatment.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	DRP-8	Developing and fixing exposed radiographic film
b.	DRP-11	Exposing interoral radiographs using bisecting angle technique
c.	AS-6	Operating a glass bead sterilizer
d.	MFO-1-6	Maintain field of operation
e.	BP-6	Performing but exchange
f.	BP-8	Transferring instruments

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice assisting with endodontic therapy and treatment.

(Continued on back)

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson, The Dental Assistant

A/Vs:

American Dental Association, "Dental Assistant Utilization: Endodontics-Initial Visit," slide/tape; "Dental Assistant Utilization: Endodontics-Filling the Root Canal," slide/tape

Equipment and Supplies:

a. Root canal tray setup
b. Operatory
c. Mannikin

LAB HOURS	8
CLASS HOURS	2

EVALUATION (COP-15)

Given a patient requiring endodontic treatment and the necessary equipment and supplies, the student will assist the dentist with the endodontic procedure. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY		RATING	
		Acceptable	Unacceptable
1.	Prepared for procedure		
	a. Prepared tray setup or rechecked		
	b. Prepared operatory		
	c. Positioned patient and light		
	d. Washed hands		
	e. Positioned self		
2.	Delivered mirror and explorer		
3.	Assisted with administration of anesthetic if needed		
4.	Assisted in application of rubber dam		
5.	Swabbed entire area of rubber dam within rubber dam frame with disinfectant and allowed 3-5 minutes to dry		
6.	Delivered and received instruments required for opening the tooth		
7.	Delivered and received broaches and reamers		
8.	Took radiograph film with reamer in place		
9.	Processed film and computed canal length		
10.	Cut stops and placed on each instrument anticipated for use in canal enlargement		
11.	Delivered and received reamers, files, and Luer-Lok syringe until instrumentation of canal is completed		
12.	Evacuated as needed to remove solution		
13.	Cut points such that they fit snugly at apex		

EVALUATION (COP-15)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
14. Delivered points and assisted in cementation		
15. Prepared cotton pledget with intracanal dressing and delivered to operator (if not completing procedure)		
16. Delivered cavity sealer		
17. Took post-operative radiograph		
18. Assisted in removal of rubber dam		
19. Wiped patient's face if needed		
20. Gave post-operative instructions		
21. Recorded procedure and instructions on patient's chart		
22. Cleaned up operatory		
23. Completed procedure without cross-contamination		
24. Operating field maintained		
25. No unnecessary discomfort to patient		
26. No wasted time or motion		

Task COP-15

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

h. TS-10 Preparing tray set-ups for root canal therapy
i. COP-2 Assisting with the administration of local anesthesia
j. COP-3 Assisting with the application and removal of rubber dams

Provide Information On:

a. Indications for endodontic treatment
b. Contraindications
c. Medicaments used in endodontics
d. Instruments and their uses
e. Materials used in endodontics
f. Obtaining culture
g. Methods of endodontic treatment
h. Steps of procedure
i. Post-operative instruction for the procedure

TASK

COP-16 Assisting with impression compound

PERFORMANCE OBJECTIVE

Prepare impression compound and assist the dentist with the procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	MFO-1-6	Maintaining field of operations
b.	DLP-2	Handling final impressions
c.	PM-14	Preparing compound impression materials
d.	BP-8	Transferring instruments

Provide Information On:

a. Tray setup for impression compound
b. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assist with taking an impression compound.

Clinical Practice:

Have learner assist with taking an impression compound in a clinical setting.

INSTRUCTIONAL MATERIALS

Tools and Supplies:

a. Mirrors
b. Cotton pliers
c. Explorer
d. Plastic instrument
e. Impression compound
f. Impression tray
g. Compound heater
h. Alcohol torch
i. Water bath

LAB HOURS	1
CLASS HOURS	½

EVALUATION (COP-16)

Given the necessary equipment and supplies, the student will assist in taking an impression using water-form compound impression material.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Prepare for procedure		
a. Prepared or rechecked tray setup		
b. Prepared operatory		
c. Positioned patient, light, washed hands, positioned self		
2. Delivered and received mirror		
3. Prepared and delivered impression material		
4. Cleaned instruments as required and as time permitted		
5. Received and identified impression		
6. Rinsed and evacuated patient's mouth; wiped face if needed		
7. Prepared impression for laboratory		
8. Recorded on patient's chart		
9. Cleaned up operatory		
10. Completed procedure with no cross-contamination		
11. Acceptable impression material		
a. Evenly blended		
b. Workable		

EVALUATION (COP-16)

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
c. Free of foreign particles		
12. Operating field maintained		
13. No unnecessary discomfort		
14. No wasted time or motion		

TASK

COP-17 Assisting with pulp vitality tests

PERFORMANCE OBJECTIVE

Assist with a pulp vitality test.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

MFO-1-6 Maintaining field of operation

Provide Information On:

a. Types of pulp testers
b. Need for pulp vitality test
c. Operating a pulp tester
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner demonstrate how to perform a pulp test on a mannikin.

Clinical Practice:

Have learner perform a pulp test on a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Pulp tester
b. Mannikin
c. Toothpaste
d. Cotton rolls

LAB HOURS	1
CLASS HOURS	1

EVALUATION (COP-17)

Given a patient who is prepared for a dental procedure and the necessary equipment and supplies, the student will assist the dentist to perform a pulp vitality test. All checklist items must be rated "acceptable".

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Checked patient's medical and dental history for contraindications		
2. Explained procedure to patient		
3. Dried teeth to be tested		
4. Isolated teeth with cotton rolls		
5. Applied toothpaste to tester tip		
6. Placed tip correctly on enamel		
7. Moved dial foward until patient responded		
8. Returned dial to zero, removed tester tip and recorded reading at which patient responded		
9. Repeated procedure twice		
10. Averaged the reading		
11. Removed cotton rolls and rinsed patient's mouth		

TASK

COP-18 Describing orthodontic procedures

PERFORMANCE OBJECTIVE

Describe orthodontic procedures.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Need for orthodontic treatment
b. Categories of orthodontic treatment
c. Role in chairside assistant in orthodontic practice
d. Classification of occlusion
e. Orthodontic treatment plans
f. Orthodontic laboratory procedures
g. Instruments and supplies used in orthodontic practice

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner identifying basic instrument and supplies.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

Hoffman, "Orthodontic Tray Set-up," slide/tape

LAB HOURS	4
CLASS HOURS	4

EVALUATION (COP-18)

Given the necessary information and related instructions, the student will describe the orthodontic procedures. Evaluation will be by written examination and based on criteria specified by the instructor.

TASK

COP-19 Describing pedodontic procedures

PERFORMANCE OBJECTIVE

Describe pedodontic procedures.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Pedodontic practice management
b. Patient control and cooperation
c. Parental behavior
d. Examination of the child patient
e. Operative procedures

Laboratory Practice:

Have learner observe pedodontic examinations.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

LAB HOURS	3
CLASS HOURS	3

EVALUATION (COP-19)

Given the necessary information and related instructions, the student will describe the orthodontic procedures. Evaluation will be by written examination and based on criteria specified by the instructor.

TASK

CAP-1 Applying topical anesthetic

PERFORMANCE OBJECTIVE

Apply topical anesthetic to a site in the oral cavity that is to be injected.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AS-2 Handling sterile items
b. BP-1 Seating and preparing patients for a dental procedure

Provide Information On:

a. Types of topical anesthesia
b. Action of topical anesthesia
c. Application of topical anesthesia
d. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner apply topical anesthetic to a fellow student.

Clinical Practice:

Have learner apply topical anesthetic to a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Local anesthetic ointment
b. Cotton tip applicator
c. Gauze sponge

LAB HOURS	1
CLASS HOURS	1

EVALUATION (CAP-1)

Given a patient and the necessary supplies, the student will apply topical anesthetic to the site in the oral cavity that is to be injected. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

	ACTIVITY	RATING	
		Acceptable	Unacceptable
1.	Read patient's chart to determine area of operation		
2.	Assembled topical anesthetic and supplies		
3.	Explained what you were going to do to the patient		
4.	Washed hands		
5.	Prepared cotton tip applicator by dipping it into the local anesthetic ointment; rotated tip until it was uniformly coated		
6.	Secured a gauze sponge		
7.	Retracted patient's cheek and identified site to be injected		
8.	Dried and cleaned area of injection with gauze sponge, then discarded sponge		
9.	Covered the tissues surrounding the area of injection with the topical anesthetic ointment		
10.	Discarded applicator		
11.	Tested site to ascertain effect of medicament after three minutes		

TASK

CAP-2 Making alginate impressions and obtaining wax bites

PERFORMANCE OBJECTIVE

Make an alginate impression and obtain a wax bite.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

PM-1 Preparing alginate material

Provide Information On:

a. Types and sizes of impression trays
b. Procedure to fit tray in patient's mouth
c. Technique to wax rim of tray
d. Method to take impression
e. Types of wax
f. Method to take wax bite
g. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Application:

Have learner take impression and obtain wax bite on fellow student.

Clinical Application:

Have learner take impression and obtain wax bite on patient in clinical area.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Phillips, Elements of Dental Materials
b. Torres and Ehrlich, Modern Dental Assisting

A/Vs:

American Dental Association, "Alginate Impression and the Dental Assistant," slide/tape

Student Manuals:

George, Forbes and Crandell, Dental Assisting Manual IV - Communication, Psychology, Nutrition and Preventive Dentistry

Equipment and Supplies:

a. Trays
b. Alginate
c. Mixing bowl

(Continued on back)

LAB HOURS	10
CLASS HOURS	1

EVALUATION (CAP-2)

Given a patient requiring study models and the necessary supplies, the student will make an alginate impression and obtain a wax bite. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled instruments and materials		
2. Explained procedure to patient		
3. Examined patient's mouth and selected proper size tray		
4. Boxed rims of trays with boxing wax		
5. Mixed alginate impression material for accurate impression		
6. Filled trays level with alginate material for accurate impression		
7. Applied small amount of impression material to undercut and vestibular areas and to occlusal surfaces of patient		
8. Inserted filled tray into patient's mouth and held firmly in place until set		
9. Softened wax		
10. Correctly positioned wax in patient's mouth and had patient correctly occlude		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

d. Spatula
e. Graduated cylinder
f. Base plate wax
g. Boxing wax

TASK

CAP-3 Placing and removing rubber dam

PERFORMANCE OBJECTIVE

Place and remove a rubber dam from the patient's mouth.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. TS-3 Preparing rubber dam tray setup
b. AS-1 Performing asepsis handwashes

Provide Information On:

a. Instruments and supplies used
b. Method of punching holes with rubber dam
c. Different types of rubber dam clamps
d. Instrument grasps used
e. Methods to place ligature
f. Steps of procedure

Provide Demonstration On:

By instructor

Laboratory Practice:

Have learner place and remove rubber dam on a mannikin.

Clinical Practice:

Have learner place and remove rubber dam on a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Basic tray setup
b. Rubber dam tray setup

LAB HOURS	6
CLASS HOURS	1

EVALUATION (CAP-3)

Given a patient and the necessary equipment and supplies, the student will place and remove a rubber dam. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled instruments		
2. Determined operating field for placement		
3. Selected appropriate clamp for tooth (teeth) involved and attached ligated dental floss		
4. Prepared dam for application		
5. Checked contact areas with dental floss		
6. Attached clamp and dam to appropriate tooth (teeth)		
7. Attached holder		
8. Removed holder		
9. Removed clamp and dam with forcep		
10. Checked dam for missing interoeptal rubber		
11. Evacuated and rinsed if necessary		

TASK

CAP-4 Applying topical fluoride gel

PERFORMANCE OBJECTIVE

Demonstrate the correct technique for applying fluoride gel to the coronal surfaces of the teeth.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AS-1 Performing asepsis handwashes
b. BP-1 Seating and preparing patients for a dental procedure

Provide Information On:

a. Need for patient's teeth to be cleaned and dry
b. Action of fluoride gel
c. Factors inhibiting action of fluoride gel
d. Types of trays to apply gel
e. Steps of the procedure

Demonstration of Tasks:

By instructor

Laboratory Practice:

Have learner apply topical fluoride to the mannikin.

Clinical Practice:

Have learner apply topical fluoride to a patient in the clinical area.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Mannikin
b. Topical fluoride gel
c. Various size trays
d. Cotton rolls

LAB HOURS 2
CLASS HOURS 1

EVALUATION (CAP-4)

Given a patient and doctor's orders, the student will assemble the necessary supplies and equipment, and apply flouride gel to the patients teeth. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Ascertained if patient's teeth were cleaned		
2. Received order from doctor to apply topical fluoride		
3. Assembled all equipment, supplies, and fluoride gel		
4. Placed cotton rolls along side of teeth in upper arch		
5. Selected the correct size tray and filled tray with topical fluoride gel		
6. Inserted tray in upper arch and noted time		
7. Removed tray at end of four minutes and evacuated mouth		
8. Repeated steps 4-9 and treated teeth in lower arch		
9. Instructed patient not to eat or drink anything for at least 30 minutes		
10. Dismissed patient		
11. Recorded treatment on patient's record		

TASK

CAP-5 Removing periodontal surgical dressing

PERFORMANCE OBJECTIVE

Remove a periodontal surgical pack from a patient's mouth.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	AS-2	Handling sterile items
b.	BP-1	Seating and preparing patients for a dental procedure

Provide Information On:

a. Types of periodontal surgical packs
b. Method to apply and remove surgical packs
c. Instrument needed to remove surgical pack
d. Post-surgical instructions
e. Safety precautions
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner remove periodontal surgical dressings from a mannikin.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Basic tray setup
b. Spoon excavator
c. Aspirating tip
d. 2" x 2" gauze
e. Dental floss
f. Irrigating syringe
g. Irrigating solution - antiseptic

LAB HOURS	2
CLASS HOURS	1

EVALUATION (CAP-5)

Given a patient with a periodontal surgical dressing in place and the necessary equipment and supplies, the student will remove the dressing. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Read patient's record and determined area dressing had been placed		
2. Seated and prepared patient		
3. Washed hands		
4. Explained to patient what was to be done		
5. Selected tooth surface to be used as a fulcrum		
6. Removed dressing by inserting small spatula gently under the material and pried off		
7. Debrided area with water and swabbed with peroxide		
8. Asked patient to rinse mouth		
9. Notified dentist area was ready for his/her inspection		

TASK

CAP-6 Removing sutures

PERFORMANCE OBJECTIVE

Remove sutures from a patient's oral cavity.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

AS-2 Handling sterile items

Provide Information On:

a. Safety precautions
b. Types of suture thread
c. When sutures are removed
d. Post-operative instructions for the procedure
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice steps of procedure in removal of sutures.

Clinical Practice:

Have learner remove sutures from patient with sutures in place.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres, *Modern Dental Assisting*

Equipment and Supplies:

a. Mouth mirror
b. Sterile cotton swabs
c. 2" x 2" gauze squares
d. Antiseptic solution for irrigation
e. Sterile suture scissors
f. Sterile suture forceps
g. Sterile vacuum tip

LAB HOURS 2

CLASS HOURS 1

EVALUATION (CAP-6)

Given patient with sutures in place, the student will remove the sutures. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Cleansed patient's oral cavity with antiseptic solution		
2. Held suture in suture forcep away from tissue to expose attachment of knot		
3. Clipped tissue with suture scissors close to tissue		
4. Slid suture out of tissue		
5. Counted sutures and compared to number indicated on patient's record that were placed		
6. Disposed of suture		
7. Irrigated surgical area with antiseptic solution		
8. Gave post-operative instructions		

TASK

CAP-7 Giving new denture instructions

PERFORMANCE OBJECTIVE

Explain the adjustment period and instruct a patient in the wear and care of dentures.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AS-1 Performing asepsis handwashes
b. BP-1 Seating and preparing patients for a dental procedure

Provide Information On:

a. Differences in natural teeth and dentures
b. Adjustment periods
c. Knowledge of ways to handle speech problems
d. Methods to clean dentures
e. Methods to insert and remove dentures

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner give new denture instructions to a fellow student.

Clinical Practice:

Have learner give new denture instructions to a fellow patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

LAB HOURS	1
CLASS HOURS	1

EVALUATION (CAP-7)

Given a patient who has received new dentures, the student will explain adjustment period and instruct the patient in the wear and care of the dentures according to dentist's predetermined plan of instruction. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Described difference in feel of natural teeth and dentures		
2. Explained adjustment periods		
3. Explained dietary restrictions		
4. Explained rate of secretion of salvia		
5. Suggested ways to handle speech problems		
6. Explained cleaning and care methods		
7. Demonstrated insertion and removal		
8. Explained procedure when sore spots develop		
9. Explained need for continued dental check-ups		

INSTRUCTIONAL ACTIVITIES

Provide Information On:

f. Method to handle possible sore spots
g. Steps of procedure

TASK

CAP-8 Placing a temporary restoration

PERFORMANCE OBJECTIVE

Place a temporary restoration in a tooth prepared by the dentist.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of temporary restorative materials
b. Use of instrument needed
c. Properties of temporary restorative materials
d. Indications for use
e. Mixing
f. Placement
g. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner place a temporary restoration in a prepared tooth.

Clinical Application:

Have learner place a temporary restoration in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Temporary cement
b. Mixing pad
c. Spatula
d. Plastic instrument
e. Alcohol
f. 2" x 2" gauze
g. Cotton rolls
h. Articulating paper

LAB HOURS	1
CLASS HOURS	2

EVALUATION (CAP-8)

Given a patient with a prepared tooth and the necessary equipment and supplies, the student will place a temporary restoration in the tooth. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Gathered materials and supplies		
2. Mixed material to the proper consistency		
3. Placed material in the prepared tooth		
4. Removed excess cement		
5. Checked bite for high spots		
6. Cleaned up		

TASK

LIE-1 Demonstrating safety procedures in the dental lab

PERFORMANCE OBJECTIVE

Demonstrate safety procedures when using the dental lab equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Various types of laboratory equipment
b. Safe operation of dental laboratory equipment
c. Use of fire extinguisher
d. Knowledge of rules of the dental laboratory

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner demonstrate safety procedures in the dental laboratory.

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

a. Model trimmer
b. Bench engine
c. Dental lathe
d. Bunsen burner
e. Fire extinguisher

LAB HOURS	4
CLASS HOURS	

EVALUATION (LIE-1)

Given laboratory machine, the student will demonstrate safety while operating the machine. All safety procedures must be correctly performed.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Safely operated model trimmer		
2. Safely operated bench engine		
3. Safely operated dental lathe		
4. Safely operated bunsen burner		
5. Demonstrated use of fire extinguisher		

TASK

LIE-2 Cleaning dental laboratory instruments

PERFORMANCE OBJECTIVE

Clean specified dental laboratory instruments.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Laboratory instruments
b. Purpose of cleaning dental laboratory instruments after each use
c. Types of cleaning solutions and materials
d. Mixing of cleaning solutions
e. Steps of procedure in cleaning hand instruments
f. Steps of procedure in cleaning burs
g. Steps of procedure in cleaning impression trays
h. Safety precautions

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice cleaning soiled dental laboratory instruments.

Clinical Practice:

Have learner clean soiled dental laboratory instruments in clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Cleaning solutions
b. Cleaning brushes
c. Assortment of instruments for cleaning
    1. Wax carvers
    2. Utility knives
    3. Spatulas
d. Burs
e. Impression tray
f. Vaseline
g. Sink
h. Towels

LAB HOURS	1
CLASS HOURS	1

EVALUATION (LIE-2)

Given an assortment of soiled dental laboratory instruments and cleaning supplies, the student will clean the dental laboratory instruments according to the performance checklist. Upon inspection, each instrument must be free of all traces of plaster, wax and any other type of debris.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Assembled cleaning aramentarium		
2. Assembled and sorted instruments for cleaning		
3. Washed wax carvers, utility knives, spatulas with solvents to remove wax		
and traces of gypsum products		
4. Cleaned burs with scratch brush		
5. Washed, dried and applied vaseline to metal impression trays		

TASK

LIE-3 Maintaining dental laboratory instruments

PERFORMANCE OBJECTIVE

Inspect, clean, oil (if necessary) and store dental laboratory instruments in the area designated by the instructor.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a.	AS-3	Operating alcohol and water autoclaves
b.	AS-4	Sterilizing instruments in a dry heat sterilizer
c.	AS-5	Disinfecting instruments using chemical disinfectants
d.	LIE-2	Cleaning dental laboratory instruments

Provide Information On:

a. Care and maintenance of dental laboratory instruments (special problems)

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner inspect and clean instruments and store them in the designated area.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Wax spatula
b. Wax carvers
c. Cement spatula
d. Cotton pliers
e. Impression trays
f. Plaster spatulas and bowls

LAB HOURS	1
CLASS HOURS	1

EVALUATION (LIE-3)

Given an assortment of dental laboratory instruments, the student will inspect, clean, oil (if necessary) and store the instruments in the designated area. All instruments must be ready for immediate use and stored in the proper place. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Identified special problems related to care and maintenance of dental laboratory instruments		
2. Identified methods for removing wax and plaster from instruments and mixing bowls		
3. Identified methods for cleaning and sterilizing impression trays		
4. Inspected instruments for proper use		
5. Separated useable instruments from defective ones		
6. Replaced defective instruments		
7. Cleaned instruments and sterilized as required		
8. Stored in designated area		

INSTRUCTIONAL ACTIVITIES

Provide Information On:

b. Methods to remove wax and plaster
c. Methods to clean and sterilize impression trays
d. Methods to clean and sterilize dental laboratory instruments
e. Storage of dental laboratory instruments
f. Steps of procedure

TASK

LIE-4 Inspecting and maintaining dental laboratory equipment

PERFORMANCE OBJECTIVE

Inspect and maintain dental laboratory equipment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Direction for using and maintaining equipment
b. Types and use of equipment
c. Safety precautions
d. Preparation of requisition form
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner inspect each piece of equipment for use and maintenance.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Manufacturer's instructions

Equipment and Supplies:

a. Vibrator
b. Model trimmer
c. Lathe
d. Belt driven engine

LAB HOURS	8
CLASS HOURS	

EVALUATION (LIE-4)

Given an assortment of dental laboratory equipment, the student will inspect each item and

a. Identify each item in need of repair and prepare a requisition for repair or replacement of that item

b. Perform maintenance on the items not identified for repair or replacement

All items in need of repair or replacement must be identified and all remaining items must have maintenance performed as specified by manufacturer's instructions.

TASK

LIE-5 Cleaning a model trimmer

PERFORMANCE OBJECTIVE

Clean the model trimmer and reverse the grinding wheel (if needed).

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose and use of model trimmer
b. Parts of model trimmer
c. Purpose of maintenance
d. When procedure is used
e. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

a. Have learner practice cleaning a model trimmer.
b. Have learner inspect several grinding wheels and identify those that need reversing.

INSTRUCTIONAL MATERIALS

Textbooks:

Manufacturer's instructions

Equipment and Supplies:

a. Cleaning materials
b. Oil
c. Dental engine
d. Towels
e. Handpiece

LAB HOURS	2
CLASS HOURS	

EVALUATION (LIE-5)

Given a model trimmer, manufacturer's instructions and the necessary supplies, the student will clean the trimmer and inspect the grinding wheel and reverse it if needed. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Removed back plate		
2. Discarded accumulated plastics		
3. Washed, dried and replaced back plate		
4. Removed hose and ran brush through outlet		
5. Examined grinding wheel for wear		
6. Reversed wheel, if necessary		

TASK

LIE-6 Cleaning laboratory bench engine

PERFORMANCE OBJECTIVE

Clean a laboratory bench engine.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DIO-4 Cleaning and oiling dental handpieces

Provide Information On:

a. Parts of bench engine
b. Daily and weekly maintenance
c. Steps of procedure
d. Purpose of bench engine

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice cleaning a dental laboratory bench engine.

Clinical Practice:

Have learner perform task in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Manufacturer's instructions

Equipment and Supplies:

a. Cleaning materials
b. Oil
c. Dental engine
d. Towels
e. Handpiece

LAB HOURS	2
CLASS HOURS	

EVALUATION (LIE-6)

Given a laboratory bench engine, manufacturer's manual and the necessary supplies, the student will clean the engine following the manufacturer's instructions precisely. When completed, the engine must be clean, oiled, belt in satisfactory condition and engine stabilized to table.

TASK

LIE-7 Cleaning a dental lathe

PERFORMANCE OBJECTIVE

Clean a dental lathe according to manufacturer's instructions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose and use of a dental lathe
b. Parts of dental lathe
c. Steps of procedure
d. When procedure is needed

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice cleaning a dental lathe.

INSTRUCTIONAL MATERIALS

Textbooks:

Manufacturer's instructions

Student Manuals:

Leinfelder, Barton and Taylor, Dental Assisting Manual VI - Dental Materials and Technical Application

Equipment and Supplies:

a. Dental lathe with splash pan, pumice, and rag wheel
b. Cleaning supplies
c. Oil

LAB HOURS	2
CLASS HOURS	

EVALUATION (LIE-7)

Given a dental lathe, dental engine oil and the manufacturer's instructions, the student will disassemble, clean and reassemble the lathe. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Splash pan is clean		
2. Splash pan contains the correct amount of new pumice		
3. Rag wheel is clean and disinfected		
4. Protective shield is clean and disinfected		
5. Joints are oiled (as needed)		
6. Work area around lathe is clean		
7. All parts have been properly replaced		
8. Lathe is ready for use		

TASK

N-1 Providing patients with instructions in oral hygiene

PERFORMANCE OBJECTIVE

Give a patient specific instructions in oral hygiene.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Preventive dental care
b. Types of toothbrushes
c. Toothbrush methods
d. Types and uses of dental floss
e. Use of disclosing pollution
f. Types and uses of oral irrigation devices
g. Causitive factors of dental disease (nature of plaque)
h. Types of food which cause dental caries
i. Nutritional counseling
j. Patient motivational factors
k. Teaching aids available

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner give instructions in oral hygiene to a fellow student.

Clinical Practice:

Have learner give instructions in oral hygiene to a patient in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Richardson, The Dental Assistant
c. Chasteen, Essentials of Clinical Dental Assisting
d. Nizel, Nutrition Preventive Dentistry Science and Practice

Student Manuals:

George, Forbes and Crondell, Dental Assisting Manual IV-Communication, Psychology, Nutrition and Preventive Dentistry

Equipment and Supplies:

a. Demonstration toothbrush and dentoform
b. Toothbrush

(Continued on back)

LAB HOURS 2

CLASS HOURS 20

EVALUATION (N-1)

Given a patient and the necessary supplies, the student will give specific instructions in oral hygiene. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY		RATING	
		Acceptable	Unacceptable
1.	Confirmed with dentist the instructions to be given		
2.	Cited purpose of home care directions to patient		
3.	Presented printed instructions to patient if applicable		
4.	Orally reviewed each step of the instructions		
5.	Demonstrated all steps of instructions		
6.	Answered questions if asked		
7.	Scheduled for follow up appointment		

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

c. Hand mirror
d. Disclosing solution
e. Cup
f. Towels
g. Dental floss
h. Oral irrigation device

TASK

P-1 Preparing medication as ordered by the dentist

PERFORMANCE OBJECTIVE

Prepare medicaments to be dispensed.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Responsibilities in handling drugs
c. Difference between natural and synthetic drugs
d. General categories of drugs
e. Proper way of storing, keeping and administering drugs
f. Use of Physician's Desk Reference (P.D.R.)
g. Guidelines for administering medications
h. Solid and liquid forms
i. Measuring devices
j. Precautions and safety measures
k. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice preparing medication.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dunn and Booth, Internal Medicine-Systemic Emergencies
c. Physician's Desk Reference

Equipment and Supplies:

a. Medication (liquid and solid)
b. Dentist instructions
c. Measuring cups
d. Cups
e. Envelopes
f. Patient records
g. Pen

LAB HOURS 2

CLASS HOURS 20

EVALUATION (P-1)

Given instructions, samples of various types of medications preparing and other necessary supplies, the student will prepare the medicaments to be dispensed as ordered by dentist.

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Received order for drug		
2. Confirmed order		
3. Prepared drug dispensing envelope		
Wrote: (a) Patient's name		
(b) Dentist's name		
(c) Date		
(d) Instructions for use of drug		
or		
4. Prepared drug dispensing cup		
5. Selected drug from drug storage cabinet		
6. Checked label on bottle		
7. Counted out number of capsules or tablets needed/or measured amount of liquid needed		
8. Placed medicine in envelope/cup		
9. Rechecked label before replacing		
10. Gave prepared medicament to dentist		
11. Recorded prescribed drug on patient's record		

TASK

GOP-1 Demonstrating basic typing skills

PERFORMANCE OBJECTIVE

Demonstrate basic skills in typing letters, tables and manuscripts.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Operation, orientation of electric typewriter
b. Care and maintenance
c. Mastery of keyboard
d. Basic copy placement procedures
e. Personal letters
f. Tables
g. Manuscripts

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice typing letters, tables and manuscripts.

INSTRUCTIONAL MATERIALS

Textbooks:

Lloyd, Typing 75, Basic

Student Manuals:

Lloyd, Typing 75, Basic

Equipment and Supplies:

a. Typewriter
b. Typing paper
c. Correction supplies

NOTE TO INSTRUCTOR: Some Dental Assisting programs require typing skills as a prerequisite for entry into the program. If this is not the case in your program, time must be allocated to allow the student to acquire the necessary skills. A maximum of 30 hours is recommended. These hours are not included in the course outline in this curriculum guide.

LAB HOURS	
CLASS HOURS	30

EVALUATION (GOP-1)

Given information and related instruction, the student will demonstrate basic typing skills in typing letters, tables and manuscripts. Evaluation will be based on criteria (wpm, errors) specified by the instructor.

TASK

GOP-2 Maintaining office environment

PERFORMANCE OBJECTIVE

Organize and plan the housekeeping details for a dentist's office.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology relating to housekeeping
b. Substances causing stain and methods of removal
c. Importance of office security
d. Ordering and storing supplies
e. The reception room, front desk, doctor's office, examining room, lab
f. Commercial cleaning service
g. Student assistant

Laboratory Practice:

Have learner perform housekeeping details in the school environment.

Clinical Practice:

Perform housekeeping details in a dentist's office.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Stain removal tray
b. Inventory sheet
c. Dust cloths
d. Cleanser

LAB HOURS	
CLASS HOURS	2

EVALUATION (GOP-2)

Given a dentist's office, the necessary supplies and equipment, the student will plan and organize the office. The plan must include cleaning services, ordering and storing supplies, inventory procedures and office security.

TASK

GOP-3 Processing mail

PERFORMANCE OBJECTIVE

Process incoming and outgoing mail.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Mail classification
   1. First class
   2. Second class
   3. Third class
   4. Fourth class
b. Mail sorting according to importance
c. Incoming mail--sorting, opening, annotating
d. Outgoing mail
   1. Classification of mail
   2. Postal services
   3. Special mailing problems
   4. Preparing outgoing mail
f. Postal services and equipment

(Continued on back)

Laboratory Practice:

Have learner sort and classify an assortment of incoming mail and prepare outgoing mail.

Clinical Practice:

Have learner classify, sort and annotate incoming mail and process outgoing mail for a dental office.

INSTRUCTIONAL MATERIALS

Textbooks:

U.S. Postal Service Brochures

Equipment and Supplies:

a. Sample mail
b. Opener
c. Postage meter scale and chart
d. Date/time stamp
e. Pen, pencils, clips, tapes and staples

LAB HOURS	
CLASS HOURS	2

EVALUATION (GOP-3)

Given an assortment of incoming and outgoing mail, the student will process the mail. All incoming mail must be correctly classified. Outgoing mail must have correct postage and be correctly routed.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

g. Special problems
   1. Forwarding mail
   2. Change of address
   3. Recalling mail
   4. Returned mail
   5. Tracing lost mail

h. Obtaining faster mail service

i. Principles of time and motion-saving in processing mail

TASK

GOP-4 Maintaining and rotating inventory

PERFORMANCE OBJECTIVE

Maintain and rotate inventory for one month.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for maintaining inventory control and rotating supplies and materials
b. Procedures for inventory control
c. Shelf lives of various supplies and materials
d. Types of supply card control systems
e. Methods to maintain and rotate inventory
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice maintaining and rotating an inventory.

Clinical Practice:

Have learner maintain and rotate inventory in a dental office.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, *Modern Dental Assisting*

Student Manuals:

Ehrlich, *Business Administration for the Dental Assistant*

Equipment and Supplies:

a. Storage room with expendable supplies and materials
b. Supply cards and files

LAB HOURS ☐

CLASS HOURS 2

EVALUATION (GOP-4)

Given expendable supplies, materials and procedures for inventory control, the student will maintain and rotate inventory for one month. The inventory control record must show that adequate supplies and materials are on hand at all times.

TASK

GOP-5 Maintaining files for business records and related correspondence

PERFORMANCE OBJECTIVE

Maintain files for business records and related correspondence.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for filing
b. Types of materials to be filed
c. Methods of filing
d. Coding systems

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice maintaining files for business records and correspondence.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Fundamentals for Dental Auxilaries

Equipment and Supplies:

a. File cabinet
b. File folders
c. Assortment of material to be filed such as tax records, bank statements, invoices, dental suppliers information and correspondence

LAB HOURS	
CLASS HOURS	2

EVALUATION (GOP-5)

Given filing equipment and supplies, tax records, bank statements, invoices, dental suppliers information and correspondence, the student will file the items. All items must be filed in the proper place according to established office procedure.

TASK

GOP-6 Placing and receiving telephone calls

PERFORMANCE OBJECTIVE

Place and receive telephone calls.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Your telephone personality
b. Telephone etiquette
c. Telephone equipment and service
d. Incoming calls
    1. Telephone messages
    2. Transferring telephone calls
    3. Telephone matrix--who what, when, where, why
    4. Classification: routime, emergency, troublesome
e. Outgoing calls
    1. Organization of telephone numbers
    2. Preplanning the call
    3. Placing the call

(Continued on back)

Laboratory Practice:

Have learner handle an assortment of incoming and outgoing calls.

Clinical Practice:

Have learner handle incoming and outgoing calls for a given day in a dental office.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

A/Vs:

a. Southern Bell, "How to Lose Your Best Customers Without Trying," 16mm film
b. Southern Bell, "Thank You. Please Call Again," 16mm film

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Telephone or teletrainer by Southern Bell
b. Pen and pencils
c. Message pads

LAB HOURS	
CLASS HOURS	3

EVALUATION (GOP-6)

Given a telephone, incoming calls and calls to be placed, the student will handle the calls. All items on the checklist must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Had note pad, pen and appointment book nearby		
2. Had telephone numbers to be called		
3. Dialed number		
4. Identified doctor's office and self		
5. Stated or obtained reason for call		
6. Kept call brief, concise and to the point		
7. Recorded messages accurately		
8. Referred caller to doctor if necessary		
9. Spoke with pleasant tone and expression and with sufficient volume and speed		
10. Terminated call within five minutes		

INSTRUCTIONAL ACTIVITIES

Provide Information On:

4. Calling etiquette
5. Long-distance calls
6. Wrong numbers
7. Conference calls
8. Special equipment
9. Telegraph services

f. Available telephone assistance
g. Answering service

TASK

PRA-1 Maintaining accurate patient records

PERFORMANCE OBJECTIVE

Maintain patient records.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BP-9 Charting oral conditions

Provide Information On:

a. Purpose for maintaining patient records
b. Legal aspects of clinical records
c. Labeling patient's file
d. Materials and information contained in patient's file
e. Methods of filing
f. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice maintaining accurate patient records.

Clinical Practice:

Have learner maintain patient records in a clinical setting.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

a. Earl, Dental Assisting, Manual I: Professionalism, Legal Consideration and Office Management
b. Enrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Patient records
b. Patient's medical/dental history
c. Patient's treatment information
d. Letters
e. Diagnostic reports
f. Progress notes

LAB HOURS
CLASS HOURS 2

EVALUATION (PRA-1)

Given patient records and information concerning the patient's medical/dental history, personal information, therapy given, reactions to treatment, results of diagnostic tests and studies, and dental fees, the student will accurately enter the information on the patient's record.

TASK

PRA-2 Maintaining active recall system

PERFORMANCE OBJECTIVE

File reminders to recall patients when appointments are due.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for maintaining recall system
b. Identifying various groups of patients for recall
c. Steps of procedure

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice maintaining a recall system.

Clinical Practice:

Have learner file reminders to recall the patients when their appointments are due.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

a. Earl, Dental Assisting, Manual I: Professionalism, Legal Consideration and Office Management
b. Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Card file
b. Recall cards for file

LAB HOURS	
CLASS HOURS	2

EVALUATION (PRA-2)

Given a list of patients who are to return at intervals of three months, six months and one year, the student will file a reminder to recall the patient when appointment is due according to the procedure established by the dentist. The recall file must be correct and complete.

TASK

PRA-3 Assembling patient records for treatment

PERFORMANCE OBJECTIVE

Assemble the records of patients who are scheduled for treatment.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Materials and information contained in patient's file
b. Filing systems for patient's records
c. Steps of procedure

Demonstration of Task:

By instructor

Clinical Application:

Have learner assemble patient's records for treatment.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Fundamentals for Dental Auxilaries

Equipment and Supplies:

a. Appointment book
b. Patient dental record files

LAB HOURS	
CLASS HOURS	2

EVALUATION (PRA-3)

Given an appointment book, patient dental record files and other necessary materials, the student will assemble the records of patients who are scheduled for treatment. All checklist items must be rated "acceptable."

PERFORMANCE CHECKLIST

ACTIVITY	RATING	
	Acceptable	Unacceptable
1. Identified names of patients appointed on a specific day		
2. Pulled dental records of patients returning for treatment on appointed day		
3. Assembled forms and prepared folder for new patients returning for treatment on day appointed		
4. Prepared each record for dentist's review		
a. Secured mounted radiographs from file		
b. Secured photographs (from slides) if these have been taken		
c. Prepared charge forms and attached to each record		
d. Secured study models		
5. Reviewed each record for completeness		
6. Arranged records according to hour of appointment		
7. When patient arrived, placed record in operatory		

TASK

PRA-4 Taking and recording patient's medical and dental history

PERFORMANCE OBJECTIVE

Take and record a new patient's medical and dental history.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Purpose and content of medical/dental history
c. Symptoms
d. Obtaining information

Demonstration of Task:

By instructor

Laboratory Practice:

Have student practice filling out a medical/dental history form using a classmate as the patient.

Clinical Practice:

Have the student fill out a medical/dental history form for a patient.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Medical/dental history forms
b. Pen

LAB HOURS	
CLASS HOURS	2

EVALUATION (PRA-4)

Given a patient and the necessary forms, the student will take the patient's medical and dental history. All pertinent information must be recorded in the designated areas on the form.

TASK

PRA-5 Maintaining appointment control

PERFORMANCE OBJECTIVE

Schedule appointments for patients.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of appointment books
b. Types of procedures to be scheduled
c. Times to be marked off book
d. Length of time needed for various procedures
e. Appropriate times to schedule children and patients with special needs
f. Purpose of buffer time
g. Procedure for handling callers who do have an appointment

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice making appointments in a variety of situations.

Clinical Practice:

Have learner schedule appointments for a given day.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Appointment book
b. Patient's names to be scheduled
c. Pencil
d. Appointment cards

LAB HOURS	
CLASS HOURS	2

EVALUATION (PRA-5)

Given an appointment book, the student will schedule patient appointments. Patients must be scheduled according to the urgency of the appointment and the anticipated treatment time. Patient's names and telephone numbers must be entered in the appointment book in the day and time slot agreed upon. Transactions must be verified by the instructor's controlled scheduling.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

h. Identification of patients (general, emergencies)
i. Appointment cards and reminders
j. Corrections of appointment book
k. Discussion of fee approximation

TASK

DF-1 Explaining dental fees

PERFORMANCE OBJECTIVE

Explain dental service charges to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

GOP-6 Placing and receiving telephone calls

Provide Information On:

a. Professional fees
b. How fees are determined
   1. Dentist's fee profile
   2. Usual and customary fee
   3. Prevailing rates of community
   4. Relative value studies
   5. Insurance allowances
c. Adjusting or cancelling fees
   1. Professional courtesy
   2. Those who cannot pay
   3. Pitfalls or fee adjustments

Laboratory Practice:

Have learner practice explaining fees in a variety of situations.

Clinical Practice:

Have learner discuss fees for services with patients in a dentist's office.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

Telephone

LAB HOURS	
CLASS HOURS	2

EVALUATION (DF-1)

Given a fee schedule and a patient with a bill for services rendered, the student will explain the fee charges to a patient. Information given to the patient must be without error and given in a courteous manner.

TASK

DF-2 Making financial credit arrangements with patient

PERFORMANCE OBJECTIVE

Make financial credit arrangements with the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

DF-1 Explaining dental fees

Provide Information On:

a. Credit arrangement
    1. Extending credit
    2. Information from patients
    3. Third-party liability
    4. Health insurance information
    5. Assignment of fees
    6. Consents for release of medical information

b. Installment buying of medical service
    1. Credit cards

(Continued on back)

Laboratory Practice:

Have learner practice making financial arrangements in a variety of situations.

Clinical Application:

Have learner make financial arrangements for a patient in a doctor's office.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Equipment and Supplies:

a. Credit applications
b. Consent forms
c. Credit agreements
d. Typewriter

LAB HOURS	
CLASS HOURS	2

EVALUATION (DF-2)

Given a patient requesting credit and the necessary forms, the student will make financial (credit) arrangements with the patient. All the necessary forms must be filled out and signed and all legal requirements must be met.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    2. Bank financing
    3. Budget plan
    4. Truth-in-lending Act
c. Confidentiality of credit
    1. Credit bureaus
    2. Bureau of medical-
       dental-hospital

TASK

DF-3 Preparing statements for mailing

PERFORMANCE OBJECTIVE

Prepare statements for mailing.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Billing procedures
b. Statement forms
c. Preparation
d. Itemizing
e. Frequency of billing

Laboratory Practice:

Have the learner practice preparing statements for mailing.

Clinical Application:

Have the learner prepare statements for billing.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Typewriter
b. Statement forms

LAB HOURS	
CLASS HOURS	2

EVALUATION (DF-3)

Given patients' ledger cards, statement sheets and envelopes, the student will prepare the statements for mailing. Each statement must have name and address of person responsible for charges, services rendered and amount due. The address on the the envelope must be consistent with that on the statement.

TASK

DF-04 Collecting delinquent bills

PERFORMANCE OBJECTIVE

Initiate proceedings to collect overdue accounts.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. 13.02 Demonstrating basic typing skills
b. 13.04 Placing and receiving telephone calls

Provide Information On:

a. Collection procedures
b. Collection systems
c. Credit symbols
d. Routine reminders
e. Collection letters
f. Personal interviews
g. Telephone collection
h. Problem collection
i. Tracing why
j. Statue of limitations

(Continued on back)

Laboratory Practice:

Have learner practice collecting overdue accounts. Other students may act as patient owing bill.

Clinical Practice:

Have the learner collect overdue accounts in a dentist's office.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Torres and Ehrlich, Modern Dental Assisting
b. Dictionary

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Telephone
b. Typewriter

LAB HOURS ☐

CLASS HOURS 2

EVALUATION (DF-4)

Given ten overdue accounts, the student will inititate proceedings to collect each account. Procedures must be appropriate for age and status of each account based on predetermined collection policy.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

k. Estate claims
l. Bankruptcy
m. Collection agencies
n. Small claims court
o. Accounts receivable insurance

TASK

DF-5 Completing insurance claims, Medicaid forms and workmen's compensation forms

PERFORMANCE OBJECTIVE

Complete forms for insurance claims, Medicaid forms and workmen's compensation.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skills:

a. Typing
b. Dental terminology
c. Basic English

Provide Information On:

a. Alignment and abbreviation
b. Condensing information
c. Insurance claim forms
d. Workmen's compensation claim forms
e. Medicaid payment
f. Uniform reporting requests
g. Procedures

Demonstration on Task:

By instructor

Laboratory Practice:

Have learner practice completing a variety of forms using information provided by instructor.

Clinical Practice:

Have learner complete health insurance forms for a patient.

INSTRUCTIONAL MATERIALS

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Typewriter
b. Claim forms

LAB HOURS ☐
CLASS HOURS 20

EVALUATION (DF-5)

Given a patient, ledger card, medical history file and the necessary forms, the student will complete the forms. All the required information must appear on the form without error.

TASK

BAP-1 Operating ten key and printing calculators

PERFORMANCE OBJECTIVE

Perform the calculation processes of addition, subtraction, multiplication and division using ten key and printing calculators.

INSTRUCTIONAL ACTIVITIES

Prerequisite Skill:

Basic math

Provide Information On:

a. Definition of basic math terms and processes
b. Machine parts and operation
c. Finger positions
d. Machine manuals
e. Touch method of operations
f. Programming ten key machine to
    1. Add
    2. Subtract
    3. Perform various multiplication functions

(Continued on back)

Demonstration of Task:

Instructor demonstrates the use of machines and functions

Laboratory Practice:

Have learner practice the various machine calculations related to accounting procedures.

INSTRUCTIONAL MATERIALS

Textbooks:

Manuals for machines in use

Student Manuals:

Victor, Electronic Calculators-Ten Key Entry Skill, Module One

Equipment and Supplies:

a. Ten key calculator
b. Printing calculator
c. Clock or stop watch
d. Practice materials

LAB HOURS	
CLASS HOURS	9

EVALUATION (BAP-1)

Given several accounting problems and the necessary supplies and equipment, the student will perform the calculation process of addition, subtraction, multiplication and division. The problems must be calculated with 80% accuracy within the allotted time period.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

    4. Performing various division functions

g. Programming printing calculator to perform accounting functions

TASK

BAP-2 Recording and processing checks, coins and currency coming into and going out of medical office

PERFORMANCE OBJECTIVE

White checks, make deposits and determine new checkbook balance.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BAP-1 Operating ten key and printing calculators

Provide Information On:

a. Writing checks
b. Completing checkbook stubs
c. Computing checkbook balance
d. Endorsements
e. Bank deposit slips
f. Banking terminology
h. Federal Reserve
h. Types of checks
i. Bank services provided

Laboratory Practice:

Have learner practice the procedure.

Clinical Application:

Have learner write a check, fill in checkbook stub, make a deposit and figure new checkbook balance

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Pen and pencil
b. Typewriter
c. Checkbook
d. Deposit slips

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-2)

Given the necessary data, the student will write checks, make deposits and calculate the checkbook balance. Each checkbook balance must agree with the instructor's balance.

TASK

BAP-3 Maintaining a petty cash fund

PERFORMANCE OBJECTIVE

Maintain a petty cash fund for an assigned period of time.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BAP-1 Operating the ten key printing calculator
b. BAP-2 Recording data of financial records in journal and ledger

Provide Information On:

a. Accounting terminology
b. Identification of petty cash fund and the use in office
c. Establishing petty cash fund

(Continued on back)

Clinical Application:

Have learner record petty cash vouchers in petty cash book, total, rule, and replenish fund by making journal entry.

Laboratory Practice:

Have learner practice maintaining a petty cash fund.

INSTRUCTIONAL MATERIALS

Textbooks:

Ehrlich, Business Administration for the Dental Assistant

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Pencil and pen
b. Ruler
c. Petty cash book and vouchers
d. Journal

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-3)

Given a petty cash fund, vouchers, an expense book and blank checks, the student will maintain the petty cash fund for an assigned period of time. At the end of the assigned period all transactions must be recorded in the expense book and the expense book must be balanced.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Recording petty cash vouchers in petty cash book
e. Replenishing petty cash fund
f. Making journal entry to replenish petty cash fund

TASK

BAP-4 Reconciling a bank statement

PERFORMANCE OBJECTIVE

Reconcile a bank statement.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BAP-1 Operating ten key and printing calculator

Provide Information On:

a. Banking terminology
b. Reconciling bank statement
c. Service charges
d. Addition and subtraction to checkbook balance and bank statement balance
e. Outstanding checks

Laboratory Practice:

Have learner practice reconciling bank statements.

Clinical Application:

Have learner reconcile a bank statement in a dentist office.

INSTRUCTIONAL MATERIALS

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Calculator
b. Pen and pencil
c. Ruler
d. Checkbook
e. Bank statement

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-4)

Given a bank statement and the office checkbook, the student will reconcile the statement. Upon completion, the checkbook balance should agree exactly with the reconciled bank statement.

TASK

BAP-5 Verifying invoices

PERFORMANCE OBJECTIVE

Verify invoices for accuracy.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of invoices
b. Information contained on invoices
c. Comparing items with invoice
d. Procedure to file correct invoice
e. Handling of incorrect invoices

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice verifying invoices with a shipment of supplies.

Clinical Practice:

Have learner verify invoices in a dentist's office.

INSTRUCTIONAL MATERIALS

Equipment and Supplies:

a. Shipment of supplies
b. Invoices

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-5)

Given an invoice accompaning a shipment of supplies, the student will verify the invoice for accuracy. The verification must be the same as that of the instructor or supervisor.

TASK

BAP-6 Recording data of financial records in journal and ledger

PERFORMANCE OBJECTIVE

Record data of financial records in journal and ledger.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BAP-1 Operating ten key and printing calculators

Provide Information On:

a. Accounting terminology
b. Double entry bookkeeping
c. Charts of accounts
d. Journalizing process
e. Posting process
f. Computing account balances and pencil footings
g. Trial balance
h. Locating and correcting errors

Demonstration of Task:

By instructor

Laboratory Practice:

Have the learner practice recording data in journals and ledgers.

Clinical Application:

Have the learner analyze source documents, record in journal, post to ledger and compute account balance by using the trial balance.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Calculator
b. Pen, pencil and ruler
c. Forms

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-6)

Given source documents, a two-column journal and ledger accounts, the student will record journal entries, post to ledger and run a trial balance. Accuracy must be proved by trial balance.

TASK

BAP-7 Recording and posting daily transaction by using the pegboard method

PERFORMANCE OBJECTIVE

Assemble pegboard documents and record by using the one-step process.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. BAP-1 Operating ten key and printing calculators
b. BAP-6 Recording data of financial records in journal and ledger

Provide Information On:

a. Forms used on pegboard
b. Assembly of forms
c. Process of recording on patient's ledger, billing, writing a receipt and recording on daily log or journal at the same time

(Continued on back)

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner practice recording and posting using the pegboard method.

Clinical Application:

Have learner perform the one-step process by using the pegboard to write a receipt, to bill a patient, to post a patient's ledger and to record in journal.

INSTRUCTIONAL MATERIALS

Textbooks:

Torres and Ehrlich, Modern Dental Assisting

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Pegboard
b. Pegboard forms - journal, ledger, bank deposit slip, receipts and bills carbon (if necessary)
c. Calculator

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-7)

Given data on one day's patients' visits and necessary forms, the student will post to patient's records, issue a receipt or bill and make out deposit slip using the one-step process of the peg-board. Correct simultaneous entries must be made on the first unused lines of journal sheet, ledger account and statement of customer's account.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

d. Balancing the cash drawer

TASK

BAP-8 Recording payroll

PERFORMANCE OBJECTIVE

Record the office payroll.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BAP-1 Operating the ten key and printing calculators

Provide Information On:

a. Type of pay plan (hours worked, regular and overtime rates and penalty for lateness)
b. Computing hours
c. Tax tables for income tax (federal and state) and FICA
d. Payroll register
e. Employee's earnings records
f. Payroll terminology
g. Recording payroll and payroll taxes in journal

Laboratory Practice:

Have the learner practice recording payroll data.

Clinical Application:

Have the learner figure payroll for 1 week and make journal entries.

INSTRUCTIONAL MATERIALS

Textbooks:

Ehrlich, Business Administration for the Dental Assistant

Student Manuals:

Ehrlich, Business Administration for the Dental Assistant

Equipment and Supplies:

a. Pen and pencil
b. Ruler
c. Tax tables
d. Forms
e. Calculator

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-8)

Given payroll data and the necessary supplies and equipment, the student will complete the payroll register, the employee's earnings record and record each transaction in the journal. Random checks should reveal no error in transferring data from time cards to employee's earning records, no error in mathematical computations and no error in payroll register or journal.

TASK

BAP-9 Completing quarterly returns for the dental office

PERFORMANCE OBJECTIVE

Complete quarterly reports for an office.

INSTRUCTIONAL ACTIVITIES

Prerequisite Task:

BAP-1 Operating the ten key and printing calculators

Provide Information On:

a. Accounting terminology (payroll)
b. Payroll reports and tax returns
    1. Employee's Withholding Examption Certificate (Form W-4)
    2. Employer's Annual Federal Unemployment Tax Return (Form 940)
    3. Employer's Quarterly Federal Tax Return

(Continued on back)

Laboratory Practice:

Have learner practice completing the necessary forms.

Clinical Practice:

Have learner complete tax forms and quarterly reports for a dental office.

INSTRUCTIONAL MATERIALS

Textbooks:

a. Current tax manuals
b. Current tax forms provided employers

Equipment and Supplies:

a. Ruler
b. Calculator
c. Tax forms

LAB HOURS	
CLASS HOURS	2

EVALUATION (BAP-9)

Given payroll data, the student will complete quarterly reports. The reports must agree with the payroll data.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

4. Federal Tax Deposit (Form 501)
5. Reconciliation of Income Tax Withheld and Transmittal of Wage Statements (Form W-3)
6. State Unemployment Compensation Tax Return
7. Wage and Tax Statement (Form W-2)

c. Recording transaction in journal

TASK

OA-1 Describing dental anatomy

PERFORMANCE OBJECTIVE

Describe the anatomy of the dentition.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Anatomic parts of the tooth
b. Functions
c. Dentitions
d. Nomenclature
e. Anatomical features
f. Development
    1. Embroyonic development of face and oral cavity
    2. Factors influencing development
g. Form and eruption
h. Supporting structures
i. Occlusion
j. Identification of teeth

INSTRUCTIONAL MATERIALS

Textbooks:

a. Brand, Anatomy of Orofacial
b. Permar, Outline of Dental Anatomy

LAB HOURS	
CLASS HOURS	30

EVALUATION (OA-1)

Given the necessary information and related instruction, the student will describe dental anatomy. Evaluation will be based on a written examination with performance criteria established by the instructor.

TASK

OA-2 Describing head and neck anatomy

PERFORMANCE OBJECTIVE

Describe the anatomy of the head and neck.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Bones of the skull
b. Bones of the face
c. The mandible
d. Muscle of mastification
e. Muscle of facial expression
f. Temprormendibular joint
g. Cranial nerves
h. Blood supply
i. Sinuses
j. Tongue
k. Salivary glands

INSTRUCTIONAL MATERIALS

Textbooks:

Brand, Anatomy of Orofacial Structures

LAB HOURS

CLASS HOURS 22

EVALUATION (OA-2)

Given the necessary information and related instruction, the student will describe head and neck anatomy. Evaluation will be based on a written examination with performance criteria established by the instructor.

TASK

OP-1 Describing oral pathological conditions

PERFORMANCE OBJECTIVE

Describe oral pathological conditions.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Principals of pathology
b. Inflammation and repair
c. Developmental abnormalities
d. Acquired defects of the teeth
e. Caries
f. Pulp disorders
g. Diseases of oral soft tissues
h. Pathological conditions of tongue
i. Malignant and benign tumors
j. Oral manifestation of systemic diseases
k. Taking cytological smears

INSTRUCTIONAL MATERIALS

Textbooks:

a. Giunta, Dental Auxillary Practice-Oral Pathology
b. Torres and Ehrlich, Modern Dental Assisting

LAB HOURS	
CLASS HOURS	40

EVALUATION (OP-1)

Given the necessary information and related instruction, the student will describe oral pathological conditions. Evaluation will be based on a written examination with performance criteria established by the instructor.

TASK

PSY-1 Describing psychology in the dental office

PERFORMANCE OBJECTIVE

Describe psychology in the dental office.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Principles of psychology
b. Studies done in psychology
c. Factors relating to patient cooperation
d. Factors relating to patient motivation
e. Methods of problem solving
f. Methods of cooperating with members of the dental team

INSTRUCTIONAL MATERIALS

Student Manuals:

Ehrlich, Psychology in the Dental Office

LAB HOURS	
CLASS HOURS	13

EVALUATION (PSY-1)

Given the necessary information and related instruction, the student will describe psychology in the dental office. Evaluation will be based on a written examination with performance criteria established by the instructor.

TASK

DHE-1 Describing dental public health

PERFORMANCE OBJECTIVE

Describe dental public health.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. National health service corps
b. State health agencies
c. Utilization of dental health services
d. Methods of epidemiological dental surveys
e. Indices in dental epidemiology

INSTRUCTIONAL MATERIALS

Textbooks:

Jong, Dental Public Health and Community Dentistry

LAB HOURS	
CLASS HOURS	15

EVALUATION (DHE-1)

Given the necessary information and related instruction, the student will describe dental public health. Evaluation will be based on a written examination with performance criteria established by the instructor.

TASK

DHE-2 Planning a community dental health program

PERFORMANCE OBJECTIVE

Plan a dental health program for a community.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

CAP-4	Applying topical fluoride gel
N-1	Giving instructions in oral hygiene

Provide Information On:

a. Basic concepts of dental health education
b. Current research in dental health education
c. Methods of conducting a needs assessment
d. Methods of developing program goals and objectives
e. Methods of monitoring, evaluating and revising the program

Demonstration of Task:

By instructor

Laboratory Practice:

Have learner assess the dental needs of his/her community and develop a dental health program to meet their needs.

INSTRUCTIONAL MATERIALS

Textbooks:

Jong, Dental Public Health and Community Dentistry

LAB HOURS 6

CLASS HOURS 5

EVALUATION (DHE-2)

Given a community dental needs assessment, the student will develop a dental health program to meet those needs. Evaluation will be based on performance criteria established by the instructor.

SECTION IV

CURRICULUM STRUCTURE, EXIT POINTS & COURSE OUTLINE

SECTION IV

Section IV Content List

Introduction to the Curriculum Structure
Curriculum Structure
  Group
  Individualized
Introduction to the Course Outline
Course Outline

Section III presented a sample organizational model for sequencing the instruction of program tasks. Based on that model, Section IV provides suggested methods of structuring the entire Dental Assistant curriculum.

INTRODUCTION TO THE CURRICULUM STRUCTURE

A curriculum structure is developed by sequencing duties into a logical teaching plan. Two curriculum structures are presented in this section - group and individualized.

The individualized structure also lists the duty areas, but does not include hours or quarters. Using the individualized approach, the student proceeds at his or her pace until each task is mastered.

In either type of structure, the duty areas can be rearranged to meet local needs.

DENTAL ASSISTANT SUGGESTED CURRICULUM STRUCTURE*

Course	Class Hours	Lab Hours	Total Hours
Quarter I			
Introduction to Dental Assisting	26	0	26
Dental Radiographic Procedures	10	30	40
Chairside Support: Dental Instruments and Operatory Equipment	7	18½	25½
Asepsis and Sterilization	12	14	26
Maintaining Field of Operation	1	9	10
Chairside Procedures: Basic Procedures	23½	20	43½
Chairside Procedures: Advanced Procedures	1	0	1
Chairside Procedures: Tray Setups	3	8	11
Chairside Procedures: Operative Procedures	2	10	12
Orofacial Anatomy	52	0	52
Communication Skills	52	0	52
	201½	109½	311
Quarter II			
Vital Signs	6	0	6
Dental Radiographic Procedures	8½	21½	30
Laboratory Instruments and Equipment	2	20	22
Dental Laboratory Procedures	9	21	30
Chairside Procedures: Preparing Materials	7½	14½	22
Chairside Procedures: Tray Setups	5	12	17
Chairside Procedures: Operative Procedures	6	36	42
Chairside Procedures: Advanced Procedures	2	16	18
Nutrition	20	2	22
Pharmacology	20	2	22
General Office Procedures	8	0	8
Patient Records and Appointments	10	0	10
Handling Dental Fees	8	0	8
Bookkeeping/Accounting Procedures	25	0	25
Anatomy and Physiology	30	0	30
	167	129	296
Quarter III			
Emergency Treatments	11	15	26
Dental Radiographic Procedures	3½	9½	13
Chairside Support: Dental Instruments and Operatory Equipment	1	1	2

Course	Class Hours	Lab Hours	Total Hours
Chairside Support: Advanced Procedures	6	8	14
Dental Laboratory Procedures	10	42	52
Chairside Procedures: Preparing Materials	7	13	20
Chairside Procedures: Tray Setups	3	6	9
Chairside Procedures: Operative Procedures	17	45	62
Oral Pathology	40	0	40
General Office Procedures	3	0	3
Handling Dental Fees	20	0	20
Psychology	13	0	13
Dental Health Education	20	6	26
Consumer Education	12	0	12
	166½	145½	312
Quarter IV			
Externship (Clinical Practice)	0	352	352
	0	352	352
Total Program Hours	535	736	1271

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*This curriculum structure is designed to be used for group instruction.

DENTAL ASSISTANT SUGGESTED CURRICULUM STRUCTURE*

Introduction to Dental Assisting
Dental Radiographic Procedures
Chairside Support: Dental Instruments and Operatory Equipment
Asepsis and Sterilization
Maintaining Field of Operation
Chairside Procedures: Basic Procedures
Chairside Procedures: Advanced Procedures
Chairside Procedures: Tray Setups
Chairside Procedures: Operative Procedures
Orofacial Anatomy
Communication Skills
Vital Signs
Dental Radiographic Procedures
Laboratory Instruments and Equipment
Dental Laboratory Procedures
Chairside Procedures: Preparing Materials
Chairside Procedures: Tray Setups
Chairside Procedures: Operative Procedures
Chairside Procedures: Advanced Procedures
Nutrition
Pharmacology
General Office Procedures
Patient Records and Appointments
Handling Dental Fees
Bookkeeping/Accounting Procedures
Anatomy and Physiology
Emergency Treatments
Dental Radiographic Procedures
Chairside Support: Dental Instruments and Operatory Equipment
Chairside Support: Advanced Procedures
Dental Laboratory Procedures
Chairside Procedures: Preparing Materials
Chairside Procedures: Tray Setups
Chairside Procedures: Operative Procedures
Oral Pathology
General Office Procedures
Handling Dental Fees
Psychology
Dental Health Education
Consumer Education
Externship (Clinical Practice)

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*This curriculum structure is designed to be used for individualized instruction.

INTRODUCTION TO THE COURSE OUTLINE

A course outline suggests a method of sequencing tasks for instruction. In the following outline, the unit guide tasks are ordered according to duty areas. The tasks are then arranged from general to specific knowledge and applications. The instructor is not restricted to using this specific outline, but may adapt it to meet his or her teaching needs.

The following course outline is designed for group instruction, however, it may be adapted for individualized instruction by eliminating the time sequencing for tasks.

DENTAL ASSISTANT SUGGESTED COURSE OUTLINE

Quarter I

Task	Title	Class Hours	Lab Hours
	Orientation to School Policies	1	
	DUTY I: INTRODUCTION TO DENTAL ASSISTING		
DA-1	Making a career as a dental assistant	5	
DA-2	Studying a brief history of dentistry	5	
DA-3	Understanding dental ethics	6	
DA-4	Studying dentistry and the law	10	
		26	
	DUTY II: DENTAL RADIOGRAPHIC PROCEDURES		
DRP-1	Filing dental radiographs	½	½
DRP-2	Maintaining unexposed radiograph film	½	½
DRP-3	Mixing solutions for developing and fixing radiographic film	2	3
DRP-4	Cleaning x-ray processing equipment	1	2
DRP-5	Adjusting voltage, amperage and timer on x-ray	2	8
DRP-6	Selecting film size appropriate for patient's mouth and indicated technique	2	8
DRP-7	Practicing patient and operator safety measures for x-radiation	2	8
		10	30
	DUTY III: CHAIRSIDE SUPPORT: DENTAL INSTRUMENTS AND OPERATORY EQUIPMENT		
DIO-1	Identifying various types of dental instruments	3	8
DIO-2	Cleaning dental instruments	½	2
DIO-3	Preparing instruments for sterilization	1	2
DIO-4	Cleaning and oiling dental handpieces	1	3
DIO-5	Cleaning and disinfecting the dental operatory	½	1½
DIO-6	Maintaining dental operatory equipment	1	2
		7	18½
	DUTY IV: ASEPSIS AND STERILIZATION		
AS-1	Performing asepsis handwashes	2	2
AS-2	Handling sterile items	2	1
AS-3	Operating alcohol and water autoclaves	2	3
AS-4	Sterilizing instruments in a dry heat sterilizer	2	3
AS-5	Disinfecting instruments using chemical disinfectants	2	3

Task	Title	Class Hours	Lab Hours
AS-6	Operating a glass bead sterilizer	1	1
AS-7	Operating a hot oil sterilizer	1	1
		12	14
	DUTY V: MAINTAINING FIELD OF OPERATION		
MFO-1	Evacuating an oral cavity during a dental procedure	1	4
MFO-2	Applying saliva ejector		1
MFO-3	Applying water		1
MFO-4	Applying air		1
MFO-5	Applying and removing cotton rolls		1
MFO-6	Retracting cheeks, lips and tongue		1
		1	9
	DUTY VI: CHAIRSIDE PROCEDURES: BASIC PROCEDURES		
BP-1	Seating and preparing patients for a dental procedure	2	3
BP-2	Dismissing a patient	½	1
BP-3	Explaining pre-operative instructions to the patient	2	
BP-4	Preparing the operatory	1	2
BP-5	Classifying carious lesions	2	
BP-6	Performing a bur exchange	1	2
BP-7	Preparing an anesthetic syringe	2	2
BP-8	Transferring instruments	3	10
BP-9	Charting oral conditions	10	
		23½	20
	DUTY VII: CHAIRSIDE PROCEDURES: ADVANCED PROCEDURES		
CAP-1	Applying topical anesthetic	1	
		1	
DUTY	DUTY VIII: CHAIRSIDE PROCEDURES: TRAY SETUPS		
TS-1	Preparing basic tray setup	2	4
TS-2	Preparing anesthetic tray setup	1	4
		3	8
	DUTY IX: CHAIRSIDE PROCEDURES: OPERATIVE PROCEDURES		
COP-1	Assising in oral and dental examinations	1	4
COP-2	Assisting with the administration of local anesthesia	1	6
		2	10

Task	Title	Class Hours	Lab Hours
	DUTY X: GENERAL OFFICE PROCEDURES		
GOP-1	Demonstrating basic typing skills *(These hours are not computed in the totals for this quarter. If the students are not proficient in typing a maximum of 30 hours are recommended for this activity.)	(30)*	
	DUTY XI: OROFACIAL ANATOMY		
OA-1	Describing dental anatomy	30	
OA-2	Describing head and neck anatomy	22	
		52	
	Dental Terminology (The dental terminology related to specific procedures is included in the unit guide sheet to be taught with that unit. These hours are included to allow time to include any general dental terminology which might not be covered on the unit guide sheets.)	12	
	Communications Skills	52	
	Total Quarter I Lab and Class Hours	201½	109½
	Total Quarter I Instructional Time	311	

Quarter II

Task	Title	Class Hours	Lab Hours
	DUTY I: VITAL SIGNS		
VS-1	Determining temperature	1	
VS-2	Determining blood pressure	4	
VS-3	Determining pulse and respirations	1	
		6	
	DUTY II: DENTAL RADIOGRAPHIC PROCEDURES		
DRP-8	Developing and fixing exposed radiographic film	½	½
DRP-9	Evaluating dental radiographs for diagnostic quality	1	4
DRP-10	Mounting and labeling dental radiographs	1	2
DRP-11	Exposing interoral radiographs using bisecting angle technique	5	13
DRP-12	Exposing bite wing radiographs using bisecting angle technique	1	2
		8½	21½
	DUTY III: LABORATORY INSTRUMENTS AND EQUIPMENT		
LIE-1	Demonstrating safety procedures in the dental lab		4
LIE-2	Cleaning dental laboratory instruments	1	1
LIE-3	Maintaining dental laboratory instruments	1	1
LIE-4	Inspecting dental laboratory equipment for proper use and maintenance		8
LIE-5	Cleaning a model trimmer		2
LIE-6	Cleaning a laboratory bench engine		2
LIE-7	Cleaning a dental lathe		2
		2	20
	DUTY IV: DENTAL LABORATORY PROCEDURES		
DLP-1	Handling preliminary impressions	1	1
DLP-2	Handling final impressions	1	1
DLP-3	Pouring and trimming diagnostic study of edentulous models	5	13
DLP-4	Articulating maxillary and mandibular casts on an articulator	2	6
		9	21
	DUTY V: CHAIRSIDE PROCEDURES: PREPARING MATERIALS		
PM-1	Preparing amalgam for restoration	1	2½
PM-2	Preparing silicate cements for restoration	1	2

Task	Title	Class Hours	Lab Hours
PM-3	Preparing alginate impression materials	1	1
PM-4	Preparing and delivering cavity varnishes	½	
PM-5	Preparing, mixing and delivering composite (filled)	1	2
PM-6	Preparing, mixing and delivering polycarboxylate cement	1	2
PM-7	Preparing, mixing and delivering zinc phosphate cements	1	2
PM-8	Preparing, mixing and delivering zinc oxide eugenol cements	1	2
		7½	14½
	DUTY VI: CHAIRSIDE PROCEDURES: TRAY SETUPS		
TS-3	Preparing rubber dam tray setup	1	2
TS-4	Preparing tray setups for prophylaxis	1	4
TS-5	Preparing tray setups for cavity preparation	1	2
TS-6	Preparing tray setups for amalgam restoration	1	2
TS-7	Preparing tray setups for composite resin restoration	1	2
		5	12
	DUTY VII: CHAIRSIDE PROCEDURES: OPERATIVE PROCEDURES		
COP-3	Assisting with the application and removal of rubber dams	1	3
COP-4	Assisting with cavity preparations	1	10
COP-5	Assisting with amalgam restorations	1	10
COP-6	Assisting with polishing amalgam restorations	1	2
COP-7	Assisting with composite resin restorations	1	8
COP-8	Assisting with silicate cement restorations	1	3
		6	36
	DUTY VIII: CHAIRSIDE PROCEDURES: ADVANCED PROCEDURES		
CAP-2	Making an alginate impression and obtaining waxbite rims	1	10
CAP-3	Applying and removing rubber dams	1	6
		2	16

Task	Title	Class Hours	Lab Hours
	DUTY IX: NUTRITION		
N-1	Providing instructions in oral hygiene	20	2
		20	2
	DUTY X: PHARMOCOLOGY		
P-1	Preparing medication as ordered by the dentist	20	2
		20	2
	DUTY XI: GENERAL OFFICE PROCEDURES		
GOP-2	Maintaining office environment	2	
GOP-3	Processing mail	2	
GOP-4	Maintaining and rotating inventory	2	
GOP-5	Maintaining files for business records and correspondence	2	
		8	
	DUTY XII: PATIENT RECORDS AND APPOINTMENTS		
PRA-1	Maintaining accurate patient records	2	
PRA-2	Maintaining active recall system	2	
PRA-3	Assembling patient records for treatment	2	
PRA-4	Take and record patient's medical and dental history	2	
PRA-5	Maintaining appointment control	2	
		10	
	DUTY XIII: HANDLING DENTAL FEES		
DF-1	Explaining dental fees	2	
DF-2	Making financial credit arrangements with patient	2	
DF-3	Preparing statements for mail	2	
DF-4	Collecting delinquent bills	2	
		8	
	DUTY XIV: BOOKKEEPING/ACCOUNTING PROCEDURES		
BAP-1	Operating ten key and printing calculators	9	
BAP-2	Recording and processing checks, coins and currency (in-coming and outgoing)	2	
BAP-3	Maintaining a petty cash fund	2	
BAP-4	Reconciling a bank statement	2	
BAP-5	Verifying invoices	2	
BAP-6	Recording data of financial records in journal and ledger	2	

Task	Title	Class Hours		Lab Hours
BAP-7	Recording and posting daily transactions by using the pegboard method	2		
BAP-8	Recording payroll	2		
BAP-9	Completing quarterly returns	2		
		25		
	Related Instruction			
	Anatomy and Physiology	30		
	Total Quarter II Class and Lab Hours	167		129
	Total Quarter II Instructional Time		296	

Quarter III

Task	Title	Class Hours	Lab Hours
	DUTY I: EMERGENCY TREATMENTS		
ET-1	Identifying symptoms of common medical emergencies	8	
ET-2	Providing first aid for a patient who has fainted		1
ET-3	Providing assistance for a vomiting patient		½
ET-4	Administering oxygen		1½
ET-5	Providing first aid for a victim of shock		2
ET-6	Providing first aid for a convulsing patient		1
ET-7	Giving cardiopulmonary resuscitation to a patient who has a cardiac arrest	2	8
ET-8	Maintaining an emergency tray	1	1
		11	15
	DUTY II: DENTAL RADIOGRAPHIC PROCEDURES		
DRP-13	Exposing interoral x-rays using parallel technique and long cone	2	8
DRP-14	Exposing panoramic radiograph	½	½
DRP-15	Exposing occlusal radiographs	½	½
DRP-16	Exposing extraoral radiographs	½	½
		3½	9½
	DUTY III: CHAIRSIDE SUPPORT: DENTAL INSTRUMENTS AND OPERATORY EQUIPMENT		
DIO-7	Examining and sharpening instruments as required	1	1
		1	1
	DUTY IV: CHAIRSIDE SUPPORT: ADVANCED PROCEDURES		
CAP-4	Applying topical fluoride gel	1	2
CAP-5	Removing periodontal surgical dressing	1	2
CAP-6	Removing sutures	1	2
CAP-7	Giving new denture instructions	1	1
CAP-8	Placing a temporary restoration	2	1
		6	8
	DUTY V: DENTAL LABORATORY PROCEDURES		
DLP-5	Making acrylic denture repairs	1	4
DLP-6	Fabricating custom trays for edentulous impressions	2	8
DLP-7	Fabricating custom trays for partially edentulous impressions	2	8
DLP-8	Fabricating acrylic temporary crown restorations	1	14

Task	Title	Class Hours	Lab Hours
	DUTY IX: ORAL PATHOLOGY		
OP-1	Describing oral pathological conditions	40	
		40	
	DUTY X: GENERAL OFFICE PROCEDURES		
GOP-6	Placing and receiving telephone calls	3	
		3	
	DUTY XI: HANDLING DENTAL FEES		
DF-5	Completing insurance claims, Medicaid forms and workmen's compensation forms	20	
		20	
	DUTY XII: PSYCHOLOGY		
PSY-1	Describing psychology in the dental office	13	
		13	
	DUTY XII: DENTAL HEALTH EDUCATION		
DHE-1	Describing dental public health	15	
DHE-2	Planning a community dental health program	5	6
		20	6
	DUTY XIII: RELATED INSTRUCTION		
RI-1	Consumer Education	12	
	Total Quarter III Lab and Class Hours	166½	145½
	Total Quarter III Instructional Time	312	

Task	Title	Class Hours	Lab Hours
DLP-9	Cleaning and polishing removable appliances	1	1
DLP-10	Fabricating stabilized base plates and wax bite rims	3	7
		10	42
	DUTY VI: CHAIRSIDE PROCEDURES: PREPARING MATERIALS		
PM-9	Preparing reversible hydrocolloid impression materials	1	4
PM-10	Preparing rubber base impression materials	1	3
PM-11	Preparing compound impression materials	1	2
PM-12	Preparing and delivering wax for occlusal registration	1	1
PM-13	Preparing and delivering pastes for occlusal registration	1	1
PM-14	Preparing and delivering silicone putty occlusal registration material	1	1
PM-15	Preparing Zinc Oxide Eugenol impression paste	1	1
		7	13
	DUTY VII: CHAIRSIDE PROCEDURES: TRAY SETUPS		
TS-9	Preparing tray setups for fixed prosthesis	1	2
TS-10	Preparing tray setups for periodontal surgery	1	2
TS-11	Preparing tray setups for root canal therapy	1	2
		3	6
	DUTY VIII: CHAIRSIDE PROCEDURES: OPERATIVE PROCEDURES		
COP-9	Assisting with pit and fissure sealant	1	2
COP-10	Assisting with Zinc Oxide Eugenol impression paste procedures	½	2
COP-11	Assisting with rubber base impression procedures	½	3
COP-12	Assisting with reversible hydrocolloid impression procedures	½	5
COP-13	Assisting with periodontal surgery	2	8
COP-14	Assisting with oral surgery (tooth removal)	2	8
COP-15	Assisting with root canal procedures	2	8
COP-16	Assisting with impression compound	½	1
COP-17	Assisting with pulp vitality tests	1	1
COP-18	Describing orthodontic procedures	4	4
COP-19	Describing pedodontic procedures	3	3
		17	45

Quarter IV

Task	Title	Class Hours	Lab Hours
	Externship (Clinical Practice)		352

SECTION V

RECORDS

Section V Content List

Individualized Competency Record
Group Progress Chart

Section V presents suggested ways of recording and documenting the progress of students through the curriculum. The recommended procedures include options for both individual and group records. The very important function of communicating the student's qualifications to potential employers is handled clearly and efficiently by the use of the Certificate of Competency, which is also described in this section.

RECORDS MANAGEMENT

This guide provides a series of easy to use documents that will aid the instructor in recordkeeping and that will be beneficial to the student in entering the work force.

In addition to providing the instructor with an "at a glance" assessment of individual and/or group progress, a Certificate of Competency, which can be used by students seeking employment, is included.

The group progress chart reflects individual task completion of all students. Due to confidentiality of records, grades must not be recorded on the chart. A notation indicating task completion (i.e., x or check) should be used.

INSTRUCTIONS

Instructions

Competency Checklist

1) Enter the student's name.
2) Enter the date and instructor's initials as each unit of instruction is completed.

The Competency Checklist automatically indicates when all the requirements for each DOT exit point or job title have been completed by the student. At each point on the certificate where an asterisk appears, the student is eligible to receive a Certificate of Competency.

Certificate of Competency

A Certificate of Competency is to be issued for each job title for which a student is qualified.

1) Enter the student's name.
2) Enter the school's name
3) Sign and date the form.

A Certificate of Competency may be issued at the time a student qualifies for it, or all certificates for which a student qualifies may be issued to the student when he/she completes or leaves the program.

Group Progress Chart

1) Enter all program tasks across top of matrix.
2) Enter the students' names down the left hand side of matrix.
3) As each student completes a task, a notation should be made in the square which corresponds with the task and the student's name.

COMPETENCY CHECKLIST

EXIT POINT

PROGRAM: DENTAL ASSISTANT

STUDENT NAME: ______________________________

TASK NO.	UNIT COMPETENCIES	DATE	IN'T.	DOT NO. 079.371-010 JOB TITLE Dental Assistant
	DENTAL ASSISTING			
DA-1	Making a career as a dental assistant			X
DA-2	Studying a brief history of dentistry			X
DA-3	Understanding dental ethics			X
DA-4	Studying dentistry and the law			X
	VITAL SIGNS			
VS-1	Determining temperature			X
VS-2	Determining blood pressure			X
VS-3	Determining pulse and respirations			X
	EMERGENCY TREATMENTS			
ET-1	Identifying symptoms of common medical emergencies			X
ET-2	Providing first aid for a patient who has fainted			X
ET-3	Providing assistance for a vomiting patient			X
ET-4	Administering oxygen			X
ET-5	Providing first aid for a victim of shock			X
ET-6	Providing first aid for a convulsing patient			X
ET-7	Giving cardiopulmonary resuscitation to a patient with cardiac arrest			X
ET-8	Maintaining an emergency tray			X
	DENTAL RADIOGRAPHIC PROCEDURES			
DRP-1	Filing dental radiographs			X
DRP-2	Maintaining unexposed radiograph film storage			X
DRP-3	Mixing solutions for developing and fixing radiographic film			X
DRP-4	Cleaning x-ray processing equipment			X
DRP-5	Adjusting voltage, amperage and timber on x-ray			X
DRP-6	Selecting film size appropriate for patient's mouth and indicated technique			X
DRP-7	Practicing patient and operator safety measures for x-radiation			X
DRP-8	Developing and fixing exposed radiographic film			X
DRP-9	Evaluating dental radiographs for diagnostic quality			X
DRP-10	Mounting and labeling dental radiographs			X
DRP-11	Exposing interoral radiographs using bisecting angle technique			X
DRP-12	Exposing bite wing radiographs using bisecting techniques			X
DRP-13	Exposing interoral x-rays using parallel technique and long cone			X
DRP-14	Exposing panoramic radiograph			X
DRP-15	Exposing occlusal radiographs			X
DRP-16	Exposing extraoral radiographs			X
	ASEPSIS AND STERILIZATION			
AS-1	Performing asepsis handwashes			X
AS-2	Handling sterile items			X
AS-3	Operating alcohol and/or water autoclaves			X
AS-4	Sterilizing instruments in a dry heat sterilizer			X
AS-5	Disinfecting instruments using chemical disinfectant			X
AS-6	Operating a glass bead sterilizer			X
AS-7	Operating a hot oil sterilizer			X
	DENTAL INSTRUMENTS AND OPERATORY EQUIPMENT			
DIO-1	Identifying various types of dental instruments			X
DIO-2	Cleaning dental instruments			X
DIO-3	Preparing instruments for sterilization			X

EXIT POINT

PROGRAM: DENTAL ASSISTANT

STUDENT NAME:______________________________

TASK NO.	UNIT COMPETENCIES	DATE	IN'T.	DOT NO. 079.371-010 JOB TITLE Dental Assistant
DIO-4	Cleaning and oiling dental handpieces			X
DIO-5	Cleaning and disinfecting the dental operatory			X
DIO-6	Maintaining dental operatory equipment			X
DIO-7	Examining and sharpening instruments as required			X
	MAINTAINING FIELD OF OPERATION			
MFO-1	Evacuating an oral cavity during a dental procedure			X
MFO-2	Applying saliva ejector			X
MFO-3	Applying water			X
MFO-4	Applying air			X
MFO-5	Applying and removing cotton rolls			X
MFO-6	Retracting cheeks, lips and tongue			X
	BASIC PROCEDURES			
BP-1	Seating and preparing patient for a dental procedure			X
BP-2	Dismissing a patient			X
BP-3	Explaining pre-operative instructions to the patient			X
BP-4	Preparing the operatory			X
BP-5	Classifying carious lesions			X
BP-6	Performing a bur exchange			X
BP-7	Preparing an anesthetic syringe			X
BP-8	Transferring instruments			X
BP-9	Charting oral conditions			X
	DENTAL LABORATORY PROCEDURES			
DLP-1	Handling preliminary impressions			X
DLP-2	Handling final impressions			X
DLP-3	Pouring and trimming diagnostic study models or edentulous models			X
DLP-4	Articulating maxillary and mandibular casts on articulator			X
DLP-5	Making acrylic denture repairs			X
DLP-6	Fabricating custom trays for edentulous impressions			X
DLP-7	Fabricating custom trays for partially edentulous impressions			X
DLP-8	Fabricating acrylic temporary crown restorations			X
DLP-9	Cleaning and polishing removable appliances			X
DLP-10	Fabricating stabilized base plates and wax bite rims			X
	PREPARING MATERIALS			
PM-1	Preparing amalgam for restoration			X
PM-2	Preparing silicate cement for restoration			X
PM-3	Preparing alginate impression material			X
PM-4	Preparing and delivering cavity varnishes			X
PM-5	Preparing, mixing and delivering composite (filled) resin for restoration			X
PM-6	Preparing, mixing and delivering polycarboxylate cement			X
PM-7	Preparing, mixing and delivering zinc phosphate cements			X
PM-8	Preparing, mixing and delivering Zinc Oxide Eugenol (ZOE) cements			X
PM-9	Preparing reversible hydrocolloid impression material			X
PM-10	Preparing rubber base impression materials			X
PM-11	Preparing compound impression materials			X
PM-12	Preparing and delivering wax for occlusal registration			X
PM-13	Preparing and delivering pastes for occlusal registration			X
PM-14	Preparing and delivering silicone putty occlusal registration material			X
PM-15	Preparing Zinc Oxide Eugenol (ZOE) impression paste			X

EXIT POINT

PROGRAM: DENTAL ASSISTANT

STUDENT NAME: ______________________________

TASK NO.	UNIT COMPETENCIES	DATE	IN'T.	DOT NO. 079.371-010 JOB TITLE Dental Assistant
	TRAY SETUPS			
TS-1	Preparing basic tray setups			X
TS-2	Preparing anesthetic tray setups			X
TS-3	Preparing rubber dam tray setups			X
TS-4	Preparing tray setups for prophylaxis			X
TS-5	Preparing tray setups for cavity preparation			X
TS-6	Preparing tray setups for amalgam restoration			X
TS-7	Preparing tray setups for composite resin restorations			X
TS-8	Preparing tray setups for fixed prosthesis			X
TS-9	Preparing tray setups for periodontal surgery			X
TS-10	Preparing tray setups for root canal therapy (endodontics)			X
	CHAIRSIDE OPERATING PROCEDURES			
COP-1	Assisting in oral and dental examinations			X
COP-2	Assisting with the administration of local anesthesia			X
COP-3	Assisting with the application and removal of a rubber dam			X
COP-4	Assisting with cavity preparations			X
COP-5	Assisting with amalgam restorations			X
COP-6	Assisting with polishing amalgam restorations			X
COP-7	Assisting with composite resin restorations			X
COP-8	Assisting with silicate cement restorations			X
COP-9	Assisting with pit and fissure sealant			X
COP-10	Assisting with Zinc Oxide Eugenol (ZOE) impression paste procedures			X
COP-11	Assisting with rubber base impression procedures			X
COP-12	Assisting with reversible hydrocolloid impression procedures			X
COP-13	Assisting with periodontal surgery			X
COP-14	Assisting with oral surgery (tooth removal)			X
COP-15	Assisting with root canal procedures (endodontics)			X
COP-16	Assisting with impression compound			X
COP-17	Assisting with pulp vitality tests			X
COP-18	Describing orthodontic procedures			X
COP-19	Describing pedodontic procedures			X
	CHAIRSIDE ADVANCED PROCEDURES			
CAP-1	Applying topical anesthetic			X
CAP-2	Making alginate impressions and obtaining wax bites			X
CAP-3	Placing and removing rubber dam			X
CAP-4	Applying topical fluoride gel			X
CAP-5	Removing periodontal surgical dressing			X
CAP-6	Removing sutures			X
CAP-7	Giving new denture instructions			X
CAP-8	Placing a temporary restoration			X
	LABORATORY INSTRUMENTS AND EQUIPMENT			
LIE-1	Demonstrating safety procedures in the dental lab			X
LIE-2	Cleaning dental laboratory instruments			X
LIE-3	Maintaining dental laboratory instruments			X
LIE-4	Inspecting and maintaining dental laboratory equipment			X
LIE-5	Cleaning a model trimmer			X
LIE-6	Cleaning laboratory bench engine			X
LIE-7	Cleaning a dental lathe			X
	NUTRITION			
N-1	Providing patients with instructions in oral hygiene			X

PROGRAM: DENTAL ASSISTANT

STUDENT NAME: ______________________________

TASK NO.	UNIT COMPETENCIES	DATE	IN'T.	DOT NO. 079.371-010 JOB TITLE Dental Assistant
	PHARMACY			
P-1	Preparing medication as ordered by the dentist			X
	GENERAL OFFICE PROCEDURES			
GOP-1	Demonstrating basic typing skills			X
GOP-2	Maintaining office environment			X
GOP-3	Processing mail			X
GOP-4	Maintaining and rotating inventory			X
GOP-5	Maintaining files for business records and related correspondence			X
GOP-6	Placing and receiving telephone calls			X
	PATIENT RECORDS AND APPOINTMENTS			
PRA-1	Maintaining accurate patient records			X
PRA-2	Maintaining active recall system			X
PRA-3	Assembling patient records for treatment			X
PRA-4	Taking and recording patient's medical and dental history			X
PRA-5	Maintaining appointment control			
	DENTAL FEES			
DF-1	Explaining dental fees			X
DF-2	Making financial credit arrangements with patient			X
DF-3	Preparing statements for mailing			X
DF-4	Collecting delinquent bills			X
DF-5	Completing insurance claims, Medicaid forms and workmen's compensations forms			X
	BOOKKEEPING/ACCOUNTING PROCEDURES			
BAP-1	Operating ten key and printing calculators			X
BAP-2	Recording and processing checks, coins and currency coming into and going out of medical office			X
BAP-3	Maintaining a petty cash fund			X
BAP-4	Reconciling a bank statement			X
BAP-5	Verifying invoices			X
BAP-6	Recording data of financial records in journal and ledger			X
BAP-7	Recording and posting daily transaction by using the pegboard method			X
BAP-8	Recording payroll			X
BAP-9	Completing quarterly returns for the dental office			X
	OROFACIAL ANATOMY			
OA-1	Describing dental anatomy			X
OA-2	Describing head and neck anatomy			X
	ORAL PATHOLOGY			
OP-1	Describing oral pathological conditions			X
	PSYCHOLOGY			
PSY-1	Describing psychology in the dental office			X

PROGRAM: DENTAL ASSISTANT

STUDENT NAME:____________________________________

TASK NO.	UNIT COMPETENCIES	DATE	INI'T.	DOT NO. 079.371-010 JOB TITLE Dental Assistant
	DENTAL HEALTH EDUCATION			
DHE-1	Describing dental public health			X
DHE-2	Planning a community dental health program			*X

This is to certify that the above named student has demonstrated proficiency in the performance of the competencies and/or tasks indicated above. These competencies and/or tasks have been determined to be the skills and knowledge that are necessary for entry level employment into the job classifications indicated.

Date__________________ Instructor______________________________

School______________________________

Instructor______________________________

Instructor______________________________

Instructor______________________________

Instructor______________________________

*Certificate of Competency can be issued

CERTIFICATE OF COMPETENCY

This is to Certify that

____

of

____

has successfully mastered the competencies required to perform the job of

DENTAL ASSISTANT

____

____

The student named on this certificate has demonstrated mastery of the following unit level competencies required to perform the job of Dental Assistant.

DENTAL ASSISTANT
(D.O.T. Code 079.371-010)

Dental Assisting
- Making a career as a dental assistant
- Studying a brief history of dentistry
- Understanding dental ethics
- Studying dentistry and the law

Vital Signs
- Determining temperature
- Determining blood pressure
- Determining pulse and respirations

Emergency Treatments
- Identifying symptoms of common medical emergencies
- Providing first aid for a patient who has fainted
- Providing assistance for a vomiting patient
- Administering oxygen
- Providing first aid for a victim of shock
- Providing first aid for a convulsing patient
- Giving cardiopulmonary resuscitation to a patient with cardiac arrest
- Maintaining an emergency tray

Dental Radiographic Procedures
- Filing dental radiographs
- Maintaining unexposed radiograph film storage
- Mixing solutions for developing and fixing radiographic film
- Cleaning x-ray processing equipment
- Adjusting voltage, amperage and timer on x-ray
- Selecting film size appropriate for patient's mouth and indicated technique
- Practicing patient and operator safety measures for x-radiation
- Developing and fixing exposed radiographic film
- Explaining pre-operative instructions to the patient
- Preparing the operatory
- Classifying carious lesions
- Performing a bur exchange
- Preparing an anesthetic syringe
- Transferring instruments
- Charting oral conditions

Dental Laboratory Procedures
- Handling preliminary impressions
- Handling final impressions
- Pouring and trimming diagnostic study models or edentulous models
- Articulating maxillary and mandibular casts on articulator
- Making acrylic denture repairs
- Fabricating custom trays for edentulous impressions
- Fabricating custom trays for partially edentulous impressions
- Fabricating acrylic temporary crown restorations
- Cleaning and polishing removable appliances
- Fabricating stabilized base plates and wax bite rims

Preparing Materials
- Preparing amalgam for restoration
- Preparing silicate cement for restoration
- Preparing alginate impression material
- Preparing and delivering cavity varnishes
- Preparing, mixing and delivering composite (filled) resin for restoration
- Preparing, mixing and delivering polycarboxylate cement
- Preparing, mixing and delivering zinc phosphate cements
- Preparing, mixing and delivering Zinc Oxide Eugenol (ZOE) cements
- Assisting with impression compound
- Assisting with pulp vitality tests
- Describing orthodontic procedures
- Describing pedodontic procedures

Chairside Advanced Procedures
- Applying topical anesthetic
- Making alginate impressions and obtaining wax bites
- Placing and removing rubber dam
- Applying topical fluoride gel
- Removing periodontal surgical dressing
- Removing sutures
- Giving new denture instructions
- Placing a temporary restoration

Laboratory Instruments and Equipment
- Demonstrating safety procedures in the dental lab
- Cleaning dental laboratory instruments
- Maintaining dental laboratory instruments
- Inspecting and maintaining dental laboratory equipment
- Cleaning a model trimmer
- Cleaning laboratory bench engine
- Cleaning a dental lathe

Nutrition
- Providing patients with instructions in oral hygiene

Pharmacy
- Preparing medication as ordered by the dentist

General Office Procedures
- Demonstrating basic typing skills
- Maintaining office environment
- Processing mail
- Maintaining and rotating inventory

Evaluating dental radiographs for diagnostic quality
Mounting and labeling dental radiographs
Exposing interoral radiographs using bisecting angle technique
Exposing bite wing radiographs using bisecting techniques
Exposing interoral x-rays using parallel technique and long cone
Exposing panoramic radiograph
Exposing occlusal radiograph
Exposing extraoral radiograph

Asepsis and Sterilization

Performing asepsis handwashes
Handling sterile items
Operating alcohol and/or water autoclaves
Sterilizing instruments in a dry heat sterilizer
Disinfecting instruments using chemical disinfectant
Operating a glass bead sterilizer
Operating a hot oil sterilizer

Dental Instruments and Operatory Equipment

Identifying various types of dental instruments
Cleaning dental instruments
Preparing instruments for sterilization
Cleaning and oiling dental handpieces
Cleaning and disinfecting the dental operatory
Maintaining dental operatory equipment
Examining and sharpening instruments as required

Maintaining Field of Operation

Evacuating an oral cavity during a dental procedure
Applying saliva ejector
Applying water
Applying air
Applying and removing cotton rolls
Retracting cheeks, lips and tongue

Basic Procedures

Seating and preparing patient for a dental procedure
Dismissing a patient

Preparing reversible hydrocolloid impression material
Preparing rubber base impression materials
Preparing compound impression materials
Preparing and delivering wax for occlusal registration
Preparing and delivering pastes for occlusal registration
Preparing and delivering silicone putty occlusal registration material
Preparing Zinc Oxide Eugenol (ZOE) impression paste

Tray Setups

Preparing basic tray setups
Preparing anesthetic tray setups
Preparing rubber dam tray setups
Preparing tray setups for prophylaxis
Preparing tray setups for cavity preparation
Preparing tray setups for amalgam restoration
Preparing tray setups for composite resin restorations
Preparing tray setups for fixed prosthesis
Preparing tray setups for periodontal surgery
Preparing tray setups for root canal therapy (endodontics)

Chairside Operating Procedures

Assisting in oral and dental examinations
Assisting with the administration of local anesthesia
Assisting with the application and removal of a rubber dam
Assisting with cavity preparations
Assisting with amalgam restorations
Assisting with polishing amalgam restorations
Assisting with composite resin restorations
Assisting with silicate cement restorations
Assisting with pit and fissure sealant
Assisting with Zinc Oxide Eugenol (ZOE) impression paste procedures
Assisting with rubber base impression procedures
Assisting with reversible hydrocolloid impression procedures
Assisting with periodontal surgery
Assisting with oral surgery (tooth removal)
Assisting with root canal procedures (endodontics)

Maintaining files for business records and related correspondence
Placing and receiving telephone calls

Patient Records and Appointments

Maintaining accurate patient records
Maintaining active recall system
Assembling patient records for treatment
Taking and recording patient's medical and dental history
Maintaining appointment control

Dental Fees

Explaining dental fees
Making financial credit arrangements with patient
Preparing statements for mailing
Collecting delinquent bills
Completing insurance claims, Medicaid forms and workmen's compensation forms

Bookkeeping/Accounting Procedures

Operating ten key and printing calculators
Recording and processing checks, coins and currency coming into and going out of medical office
Maintaining a petty cash fund
Reconciling a bank statement
Verifying invoices
Recording data of financial records in journal and ledger
Recording and posting daily transaction by using the pegboard method
Recording payroll
Completing quarterly returns for the dental office

Orofacial Anatomy

Describing dental anatomy
Describing head and neck anatomy

Oral Pathology

Describing oral pathological conditions

Psychology

Describing psychology in the dental office

Dental Health Education

Describing dental public health
Planning a community dental health program

GROUP PROGRESS CHART

V-16

	UNITS/TASKS																				
NAME																					

SECTION VI

FACILITIES

SECTION VI

Section VI Content List

Group Instruction Facilities
Individualized Instruction Facilities

The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. The school administration and program instructor must determine an arrangement that best fits the needs of the students by determining the most efficient use of resources available to them not only in the laboratory, but also in the Learning Resource Center settings.

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FACILITY LAYOUTS

The layouts on the following pages illustrate how facilities for group and individualized instructional programs may be planned and set up.

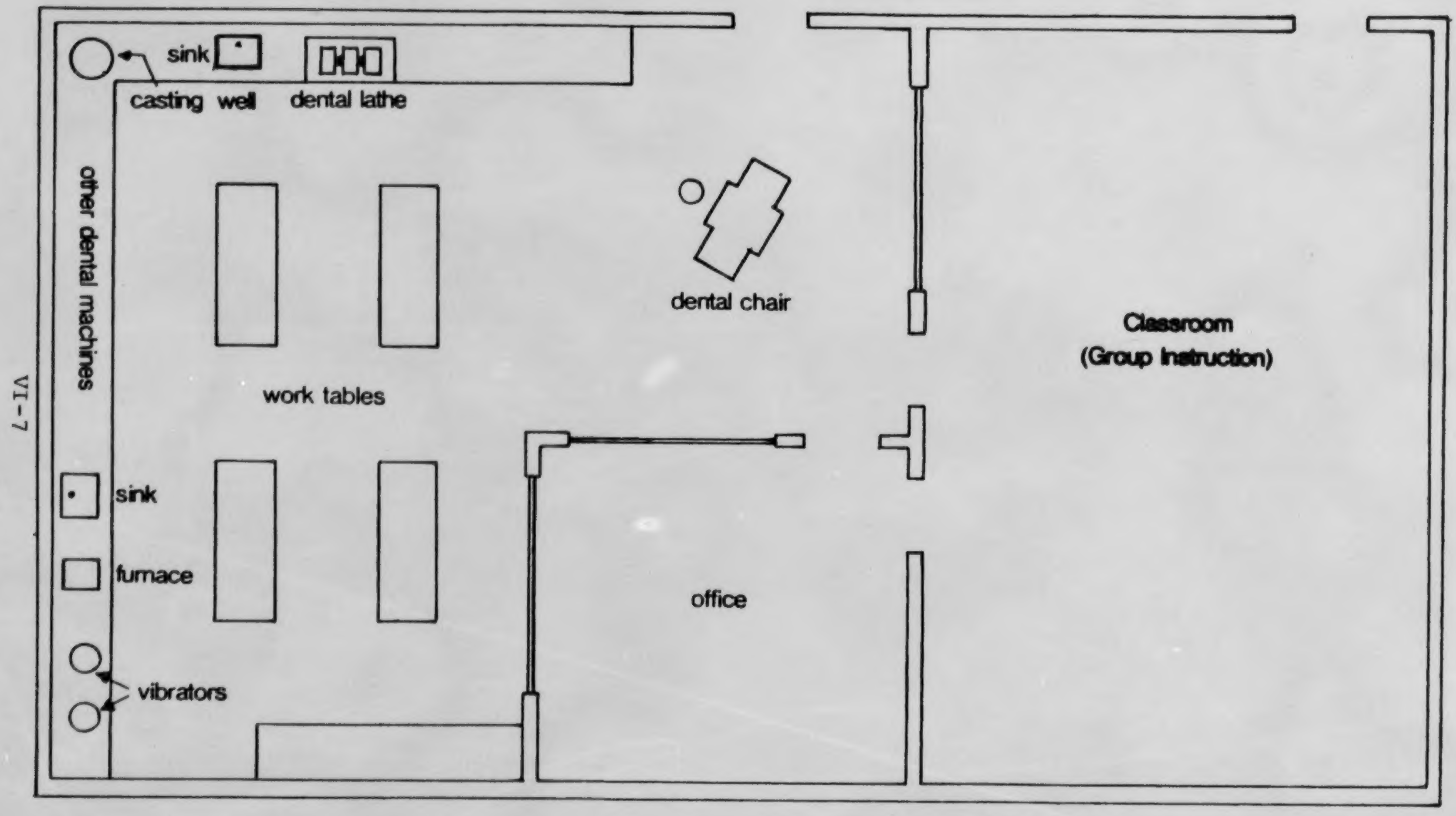
Each instructional approach has two important physical areas. These are (1) the laboratory (work) area and classroom for group instruction and (2) the laboratory (work) area and learning resource center (LRC) for individualized instruction.

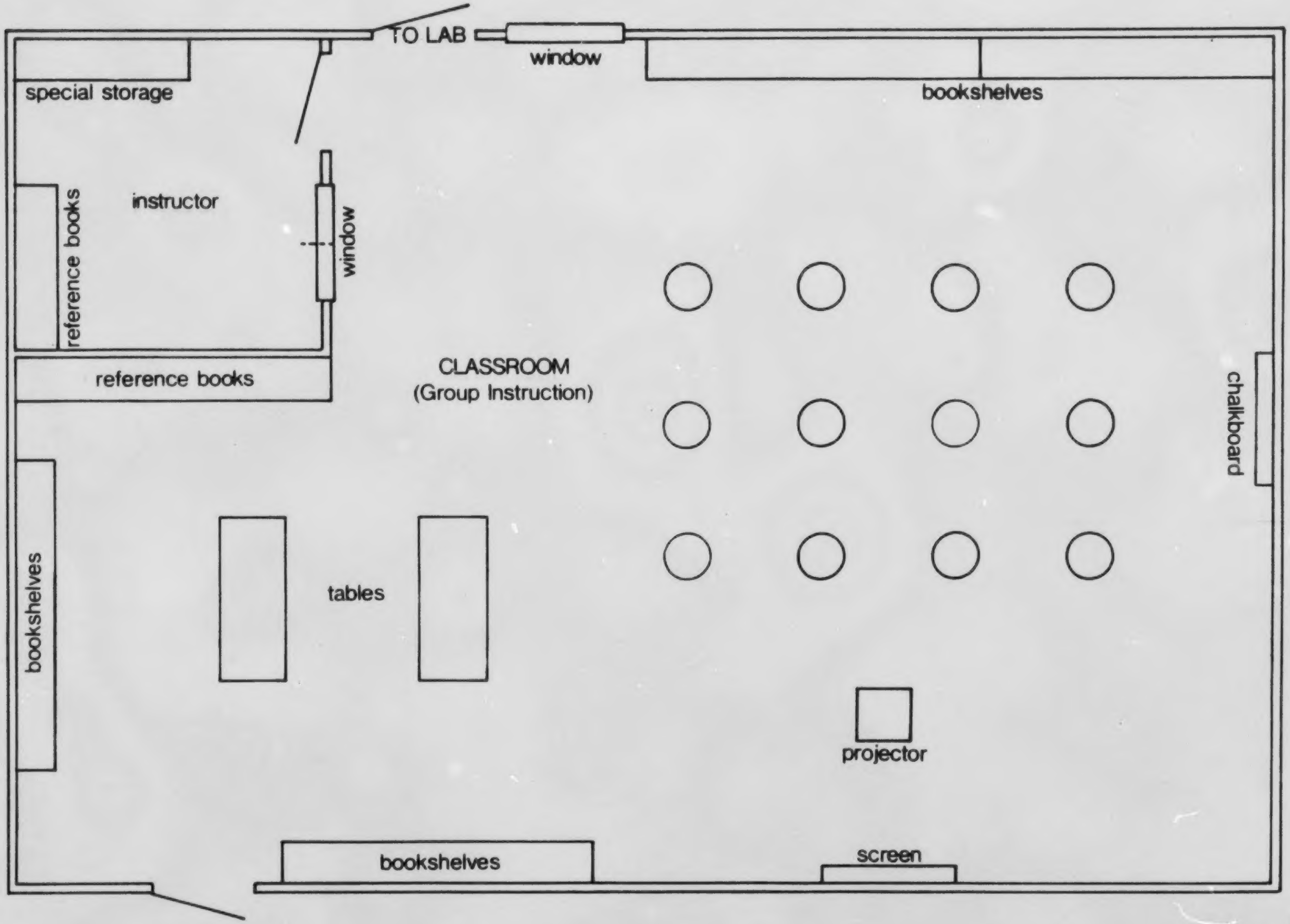
The instructional setting for group instruction is based on that of a traditional classroom. This approach is easily set up and includes little or no modifications. The primary modes of learning are instructor lectures, occasional use of audiovisual aids and student participation. Ideally, all students progress at the same pace.

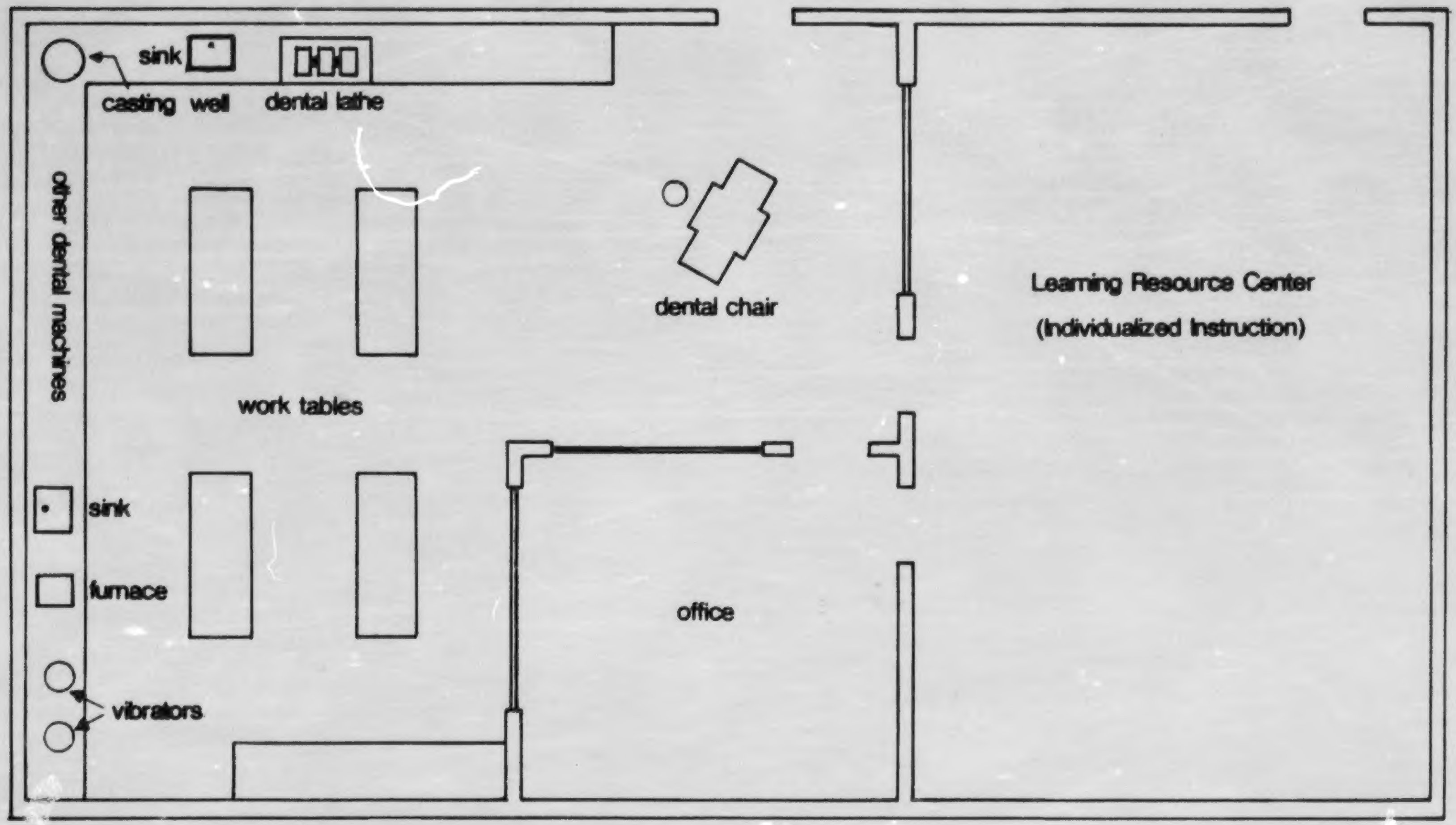
The instructional setting for individual instruction is designed to facilitate a student self-paced progression of learning. The LRC requires careful planning in utilizing available space. When planning to install an individual instruction program in an area not originally designed for this approach, the instructional setting may need modifications. Desks may be replaced with study carrels to allow students to simultaneously participate in a variety of learning activities. A group session area for small group gatherings should also be included. Because the instructor and students rarely meet together as a group, a bulletin board becomes a vital communication device in an LRC. It can be used to post announcements and such instructional information as group progress charts, assignments, positions available in the industry and safety rules.

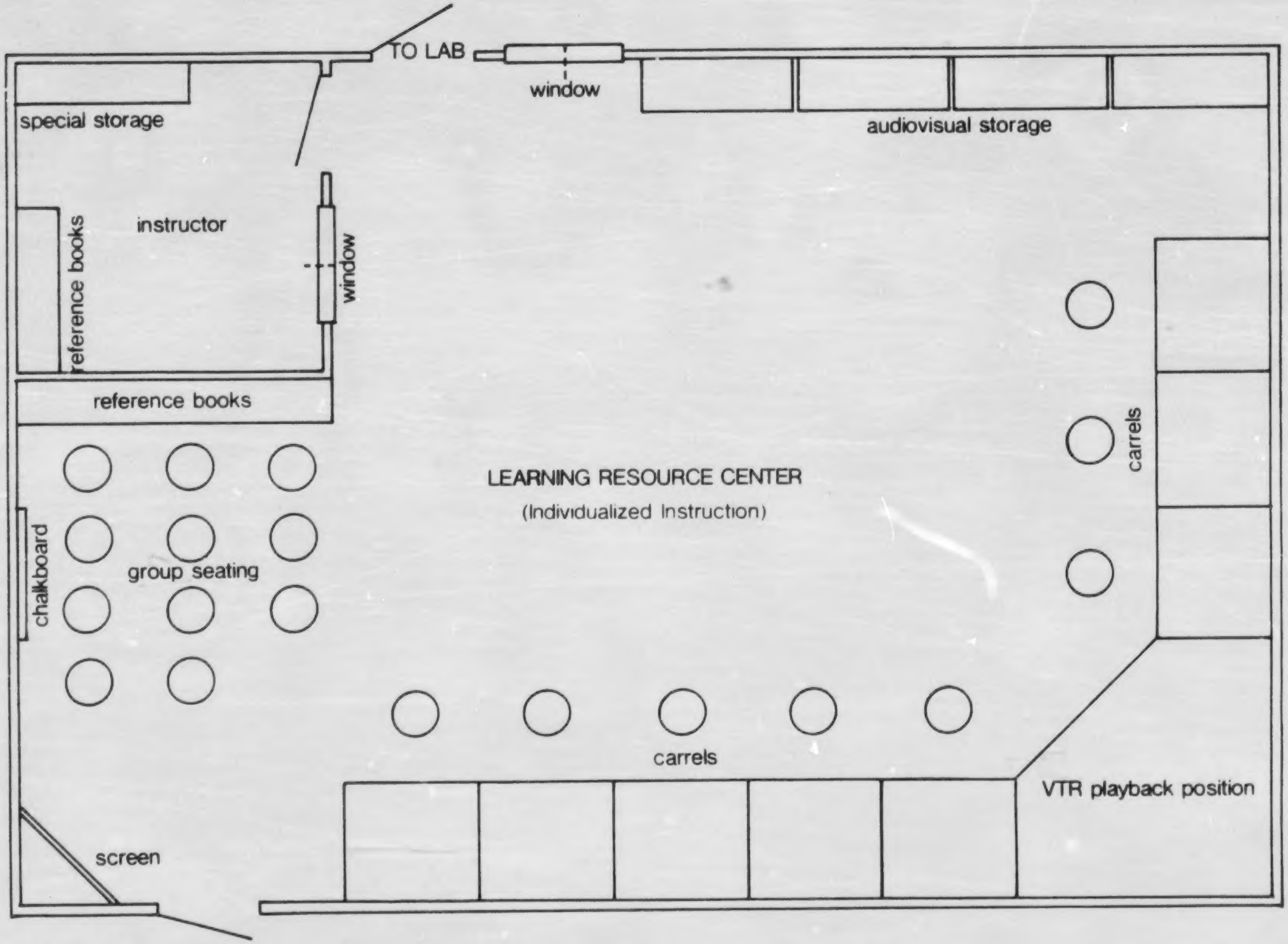
A variety of references, resources and media equipment should be made available to the student. Therefore, an adequate amount of storage area should be included in planning the LRC. Every specific school and department has unique physical layout characteristics and problems. Through innovation, these features may be transformed into LRC advantages rather than disadvantages.

The manner in which the laboratory (work) area is planned and set up need not be affected by the type of instructional approach used by an instructor; it could/will be the same. Some major concerns in the laboratory are: 1) the instructor must always have a clear line of sight to each and every workstation, 2) all supplies and equipment must be accessible to students, but under the control of the instructor and 3) all supplies and materials required for the day's activities must be on hand and ready to use.


sink
casting well
dental lathe
other dental machines
work tables
dental chair
Classroom
(Group Instruction)
sink
furnace
office
vibrators


TO LAB
window
special storage
bookshelves
instructor
reference books
window
CLASSROOM
(Group Instruction)
reference books
chalkboard
bookshelves
tables
projector
bookshelves
screen


sink
casting well
dental lathe
other dental machines
work tables
dental chair
Learning Resource Center
(Individualized Instruction)
sink
furnace
office
vibrators


TO LAB
window
audiovisual storage
special storage
instructor
reference books
window
reference books
LEARNING RESOURCE CENTER
(Individualized Instruction)
carrels
chalkboard
group seating
carrels
VTR playback position
screen

APPENDIX A

Resources

RESOURCES

This appendix contains the instructional resource matrix, unit guide references, additional instructional materials and a list of resource addresses.

The instructional resource matrix lists the audiovisuals, textbooks and student manuals for each task referenced on the unit guide sheets. The audiovisual format is identified by symbols such as: filmstrip (FS), slide/script (SS), slide/tape (ST), 16mm movie film (MF), transparency (TR), video tape (VT) and filmloop (FL), etc. The producer, title and number of the A/V is also given.

The unit guide bibliography lists textbooks, audiovisuals, student manuals and evaluation materials cited in the unit guides section.

The additional instructional materials is a compilation of textbooks and audiovisuals not included in the unit guides but beneficial to educators.

Resources addresses for all references concludes this appendix.

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DA-1 Making a career as a dental assistant		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Fundamentals for Dental Auxiliaries: Ethnics and Jurisprudence
DA-2 Studying a brief history of dentistry		Torres and Ehrlich: Modern Dental Assisting	
DA-3 Understanding dental ethics		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Fundamentals for Dental Auxiliaries: Ethics and Jurisprudence
DA-4 Studying dentistry and the law		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Fundamentals for Dental Auxiliaries: Ethics and Jurisprudence

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
VS-1 Determining temperature	Trainex: "Temperature, Pulse and Respiration," (ST)	Torres and Ehrlich: Modern Dental Assisting	
VS-2 Determining blood pressure	Trainex: "Blood Pressure," (ST)	Torres and Ehrlich: Modern Dental Assisting	
VS-3 Determining pulse and respirations	Trainex: "Temperature, Pulse and Respiration," (ST)	Torres and Ehrlich: Modern Dental Assisting; Memmler and Wood: Structure and Function of the Human Body	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
ET-1 Identifying symptoms of common medical emergencies	American Dental Association: "Medical Emergencies in the Dental Office," (ST)	Torres and Ehrlich: Modern Dental Assisting; Schattner, Goode and Smart: Common Medical-Dental Emergencies; Dunn and Booth: Internal Medicine-Systemic Emergencies	
ET-2 Providing first aid for a patient who has fainted		Torres and Ehrlich: Modern Dental Assisting	
ET-3 Providing assistance for a vomiting patient			
ET-4 Administering oxygen	Trainex: "Oxygen Administration," (ST)	Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	
ET-5 Providing first aid for a victim of shock		Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	
ET-6 Providing first aid for convulsing patient		Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
ET-7 Giving cardiopulmonary resuscitation to a patient with cardiac arrest		Georgia Heart Association Printouts; Red Cross Manual; Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	
ET-8 Maintaining an emergency tray		Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	

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CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES		
		Audiovisuals	Textbooks	Student Materials
DRP-1	Filing dental radiographs		O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-2	Maintaining unexposed radiograph film storage		O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-3	Mixing solutions for developing and fixing radiographic film	Hoffman: "Development of Film," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting; Kodak: X-Rays in Dentistry; Manufacturer's instructions	
DRP-4	Cleaning x-ray processing equipment	Hoffman: "Development of Film," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-5	Adjusting voltage, amperage and timer on x-ray		O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting; Kodak: X-Rays in Dentistry	
DRP-6	Selecting film size appropriate for patient's mouth and indicated technique		O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting; Kodak: X-Rays in Dentistry	
DRP-7	Practicing patient and operator safety measures for x-radiation	Hoffman: "The Theory of X-ray," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DRP-8 Developing and fixing exposed radiographic film	Hoffman: "Development of Film," (ST); American Dental Association: "Processing Pitfalls of Radiodontics," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting; Kodak: X-Rays in Dentistry	
DRP-9 Evaluating dental radiographs for diagnostic quality	American Dental Association: "Exposure Pitfalls of Radiodontics," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-10 Mounting and labeling dental radiographs	Hoffman: "Mounting X-rays," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-11 Exposing interoral radiographs using bisecting angle technique	Hoffman: "X-ray Film and Cone Placement," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting; Kodak: X-rays in Dentistry	
DRP-12 Exposing bite wing radiographs using bisecting techniques	Hoffman: "X-ray Film and Cone Placement," (ST); American Dental Association: "Interproximal (Bitewing) Radiography," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-13 Expose interoral x-rays using parallel technique and long cone	Hoffman: "X-ray Film and Cone Placement," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting; Kodak: X-rays in Dentistry	
DRP-14 Exposing panoramic radiograph	American Dental Association: "Panoramic Radiology - Operating Procedure for the Panorex," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DRP-15 Exposing occlusal radiographs		O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	
DRP-16 Exposing extraoral radiographs	American Dental Association: "Introduction to Extraoral Radiography," (ST)	O'Brien: Dental Radiography; Torres and Ehrlich: Modern Dental Assisting	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES		
		Audiovisuals	Textbooks	Student Materials
AS-1	Performing asepsis handwashes	Hoffman: "The Asepsis Hand Wash," (ST)	Torres and Ehrlich: Modern Dental Assisting; Calmes and Lillich: Disinfection and Sterilization in Dental Practice	
AS-2	Handling sterile items		Torres and Ehrlich: Modern Dental Assisting; Calmes and Lillich: Disinfection and Sterilization in Dental Practice	
AS-3	Operating alcohol and/or water autoclaves	Hoffman: "Sterilization Methods," (ST); American Dental Association: "Pressure Steam Sterilization," (ST)	Torres and Ehrlich: Modern Dental Assisting; Calmes and Lillich: Disinfection and Sterilization in Dental Practice	
AS-4	Sterilizing instruments in a dry heat sterilizer	Hoffman: "Sterilization Methods," (ST)	Torres and Ehrlich: Modern Dental Assisting; Calmes and Lillich: Disinfection and Sterilization in the Dental Practice	
AS-5	Disinfecting instruments using chemical disinfectant	Hoffman: "Sterilization Methods," (ST)	Torres and Ehrlich: Modern Dental Assisting; Crawford: Clinical Asepsis in Dentistry	
AS-6	Operating a glass bead sterilizer		Torres and Ehrlich: Modern Dental Assisting; Calmes and Lillich: Disinfection and Sterilization in Dental Practice	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
AS-7 Operating a hot oil sterilizer		Torres and Ehrlich: Modern Dental Assisting; Calmes and Lillich: Disinfection and Sterilization in Dental Practice	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DIO-1 Identifying various types of dental instruments	Hoffman: "Instruments," (ST); "Handpieces, Burs and Discs," (ST)	Torres and Ehrlich: Modern Dental Assisting; Carter and Yaman: Dental Instruments; Ehrlich: Dental Hand Instrument Study Cards; Richardson and Barton: The Dental Assistant	
DIO-2 Cleaning dental instruments		Calmes and Lillich: Disinfection and Sterilization in the Dental Practice; Torres and Ehrlich: Modern Dental Assisting	
DIO-3 Preparing instruments for sterilization		Calmes and Lillich: Disinfection and Sterilization in the Dental Practice; Torres and Ehrlich: Modern Dental Assisting	
DIO-4 Cleaning and oiling dental handpieces		Manufacturer's instructions	
DIO-5 Cleaning and disinfecting the dental operatory		Torres and Ehrlich: Modern Dental Assisting; Schwarzrock and Jensen: Effective Dental Assisting; Richardson and Barton: The Dental Assistant	
DIO-6 Maintaining dental operatory equipment		Torres and Ehrlich: Modern Dental Assisting	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DIO-7 Examining and sharpening instruments as required		Torres and Ehrlich: Modern Dental Assisting; Carter and Yaman: Dental Instruments	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
MFO-1 Evacuating an oral cavity during a dental procedure	American Dental Association: "Suction Tip Placement," (ST)	Torres and Ehrlich: Modern Dental Assisting; Richardson and Barton: The Dental Assistant; Schwarzrock and Jensen: Effective Dental Assisting	
MFO-2 Applying saliva ejector		Torres and Ehrlich: Modern Dental Assisting	
MFO-3 Applying water		Richardson and Barton: The Dental Assistant	
MFO-4 Applying air		Richardson and Barton: The Dental Assistant	
MFO-5 Applying and removing cotton rolls		Schwarzrock and Jensen: Effective Dental Assisting	
MFO-6 Retracting cheeks, lips and tongue		Torres and Ehrlich: Modern Dental Assisting	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
BP-1 Seating and preparing patient for a dental procedure		Torres and Ehrlich: Modern Dental Assisting; Schwarzrock and Jensen: Effective Dental Assisting; Richardson and Barton: The Dental Assistant	
BP-2 Dismissing a patient		Torres and Ehrlich: Modern Dental Assisting; Schwarzrock and Jensen: Effective Dental Assisting; Richardson and Barton: The Dental Assistant	
BP-3 Explaining pre-operative instructions to the patient		Dunn and Booth: Internal Medicine-Systemic Emergencies; Torres and Ehrlich: Modern Dental Assisting	
BP-4 Preparing the operatory		Torres and Ehrlich: Modern Dental Assisting	
BP-5 Classifying carious lesions		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Cavity Classification
BP-6 Performing a bur exchange			
BP-7 Preparing an anesthetic syringe	Hoffman: "Syringes, Needles and Anesthetic Solutions," (ST)	Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
BP-8 Transferring instruments	Lippincott: "Introduction to 4-Handed Dentistry," (ST); American Dental Association: "4-Handed Dentistry," (ST)	Torres and Ehrlich: Modern Dental Assisting; Richardson and Barton: The Dental Assistant	
BP-9 Charting oral conditions		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Introduction to Recording Dental Charting

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CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES		
		Audiovisuals	Textbooks	Student Materials
DLP-1	Handling preliminary impressions		Phillips: Elements of Dental Materials; Torres and Ehrlich: Modern Dental Assisting	Leinfelder, Barton and Taylor: Dental Assisting Manual VI: Dental Materials and Technical Applications
DLP-2	Handling final impressions		Torres and Ehrlich: Modern Dental Assisting	
DLP-3	Pouring and trimming diagnostic study models or edentulous models		Phillips: Elements of Dental Materials; Torres and Ehrlich: Modern Dental Assisting	George: Dental Assisting Manual IV, Dental Materials and Technical Applications
DLP-4	Articulating maxillary and mandibular casts on an articulator			
DLP-5	Making acrylic denture repairs		Phillips: Elements of Dental Materials; Torres and Ehrlich: Modern Dental Assisting	George: Dental Assisting Manual IV, Dental Materials and Technical Applications
DLP-6	Fabricating custom trays for edentulous impressions	American Dental Association: "Construction of Impression Trays for an Edentulous Patient," (ST)	Phillips: Elements of Dental Materials; Torres and Ehrlich: Modern Dental Assisting	George: Dental Assisting Manual IV, Dental Materials and Technical Applications
DLP-7	Fabricating custom trays for partially edentulous impressions		Phillips: Elements of Dental Materials; Torres and Ehrlich: Modern Dental Assisting	George: Dental Assisting Manual IV, Dental Materials and Applications
DLP-8	Fabricating acrylic temporary crown restorations		Torres and Ehrlich: Modern Dental Assisting	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DLP-9 Cleaning and polishing removable appliances		Phillips: Elements of Dental Assisting; Torres and Ehrlich: Modern Dental Assisting	George: Dental Assisting Manual IV, Dental Materials and Technical Applications
DLP-10 Fabricating stabilized base plates and wax bite rims		Torres and Ehrlich: Modern Dental Assisting	George: Dental Assisting Manual IV, Dental Materials and Technical Applications

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES		
		Audiovisuals	Textbooks	Student Materials
PM-1	Preparing amalgam for restoration		Torres and Ehrlich: Modern Dental Assisting; Richardson and Barton: The Dental Assistant	
PM-2	Preparing silicate cement for restoration	American Dental Association: "Silicate Cements," (ST)	Torres and Ehrlich: Modern Dental Assisting; Phillips: Elements of Dental Materials; Richardson and Barton: The Dental Assistant; Manufacturer's instructions	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-3	Preparing alginate impression materials	Hoffman: "Impression Materials," (ST)	Torres and Ehrlich: Modern Dental Assisting; Phillips: Elements of Dental Materials; Richardson and Barton: The Dental Assistant; Chasteen: Essentials of Clinical Dental Assisting	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-4	Preparing and delivering cavity varnishes		Phillips: Elements of Dental Materials	
PM-5	Preparing, mixing and delivering composite (filled) resin for restoration		Phillips: Elements of Dental Materials	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-6	Preparing, mixing and delivering polycarboxylate cement		Phillips: Elements of Dental Assisting; Hall: Finger Tip Reference for Dental Materials; Manufacturer's mixing instructions	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications

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TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES		
		Audiovisuals	Textbooks	Student Materials
PM-7	Preparing, mixing and delivering zinc phosphate cements		Phillips: Elements of Dental Materials; Hall: Finger Tip Reference for Dental Materials	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-8	Preparing, mixing and delivering Zinc Oxide Eugenol (ZOE)		Phillips: Elements of Dental Materials; Hall: Finger Tip Reference for Dental Materials	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-9	Preparing reversible hydrocolloid impression materials	Hoffman: "Impression Materials," (ST)	Torres and Ehrlich: Modern Dental Assisting; Phillips: Elements of Dental Materials; Richardson and Barton: The Dental Assistant; Manufacturer's instructions	
PM-10	Preparing rubber base impression materials		Torres and Ehrlich: Modern Dental Assisting; Phillips: Elements of Dental Materials; Chasteen: Essentials of Clinical Dental Assisting; Richardson and Barton: The Dental Assistant; Manufacturer's instructions	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-11	Preparing compound impression materials		Torres and Ehrlich: Modern Dental Assisting; Phillips: Elements of Dental Materials; Blakeslee: Dental Technology	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications
PM-12	Preparing and delivering wax for occlusal registration		Torres and Ehrlich: Modern Dental Assisting	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
PM-13 Preparing and delivering pastes for occlusal registration		Manufacturer's instructions	
PM-14 Preparing and delivering silicone putty occlusal registration material		Manufacturer's instructions	
PM-15 Preparing Zinc Oxide Eugenol (ZOE) impression paste		Richardson and Barton: The Dental Assistant	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
TS-1 Preparing basic tray setups	Hoffman: "Tray Setup: Basic Operative and Non-operative," (ST)	Torres and Ehrlich: Modern Dental Assisting	
TS-2 Preparing anesthetic tray setups		Torres and Ehrlich: Modern Dental Assisting	
TS-3 Preparing rubber dam tray setups	Hoffman: "Tray Setup-Rubber Dam," (ST)	Torres and Ehrlich: Modern Dental Assisting	
TS-4 Preparing tray setups for prophylaxis	Hoffman: "Tray Setup: Prophylaxsis," (ST)	Torres and Ehrlich: Modern Dental Assisting	
TS-5 Preparing tray setups for cavity preparation		Torres and Ehrlich: Modern Dental Assisting	
TS-6 Preparing tray setups for amalgam restoration	Hoffman: "Tray Setup-Amalgam," (ST)	Torres and Ehrlich: Modern Dental Assisting	
TS-7 Preparing tray setups for composite resin restorations		Torres and Ehrlich: Modern Dental Assisting	
TS-8 Preparing tray setups for fixed prosthesis	Hoffman: "Tray Setup: Jacket Crown," (ST)	Torres and Ehrlich: Modern Dental Assisting	
TS-9 Preparing tray setups for periodontal surgery		Torres and Ehrlich: Modern Dental Assisting	
TS-10 Preparing tray setups for root canal therapy (endodontics)	Hoffman: "Tray Setup: Endodontic," (ST)	Torres and Ehrlich: Modern Dental Assisting	

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
COP-1 Assisting in oral and dental examinations		Torres and Ehrlich: Modern Dental Assisting	
COP-2 Assisting with the administeration of local anesthesia		Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies	
COP-3 Assisting with the application and removal of a rubber dam	American Dental Association: "4-handed Rubber Dam Application," (ST); "Practical Rubber Dam Application," (ST)	Torres and Ehrlich: Modern Dental Assisting; Richardson and Barton: The Dental Assistant; Chasteen: Essentials of Clincial Dental Assisting	
COP-4 Assisting with cavity preparations		Torres and Ehrlich: Modern Dental Assisting; Chasteen: Essentials of Clinical Dental Assisting; Richardson and Barton: The Dental Assistant	Strickland and Wilder: Dental Assisting Manual VIII Clinical Chairside Assisting
COP-5 Assisting with amalgam restorations	American Dental Association: "Dental Assistant Utilization Amalgam Procedure," (ST)	Torres and Ehrlich: Modern Dental Assisting; Chasteen: Essentials of Clinical Dental Assisting; Richardson and Barton: The Dental Assistant	Strickland and Wilder: Dental Assisting Manual VIII Clinical Chairside Assisting

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
COP-13 Assisting with periodontal surgery		Torres and Ehrlich: Modern Dental Assisting; Richardson: The Dental Assistant	
COP-14 Assisting with oral surgery (tooth removal)		Torres and Ehrlich: Modern Dental Assisting; Richardson: The Dental Assistant	
COP-15 Assisting with root canal procedures (endodontics)	American Dental Association: "Dental Assistant Utilization: Endodontics-Initial Visit," (ST); "Dental Assistant Utilization: Endodontics-Filling the Root Canal," (ST)	Torres and Ehrlich: Modern Dental Assisting; Richardson: The Dental Assistant	
COP-16 Assisting with impression compound			
COP-17 Assisting with pulp vitality tests		Torres and Ehrlich: Modern Dental Assisting	
COP-18 Describing orthodontic procedures	Hoffman: "Orthodontic Tray Set-Up," (ST)	Torres and Ehrlich: Modern Dental Assisting	
COP-19 Describing pedodontic procedures		Torres and Ehrlich: Modern Dental Assisting	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
COP-6 Assisting with polishing amalgam restorations		Torres and Ehrlich: Modern Dental Assisting; Richardson and Barton: The Dental Assistant	
COP-7 Assisting with composite resin restorations		Torres and Ehrlich: Modern Dental Assisting; Chasteen: Essentials of Clinical Dental Assisting; Richardson and Barton: The Dental Assistant	Strickland and Wilder: Dental Assisting Manual VIII Clinical Chairside Assisting
COP-8 Assisting with silicate cement restorations	Hoffman: "Tray Set-Up: Silicate Cement," (ST)	Torres and Ehrlich: Modern Dental Assisting	
COP-9 Assisting with pit and fissure sealant		Torres and Ehrlich: Modern Dental Assisting	
COP-10 Assisting with Zinc Oxide Eugenol (ZOE) impression paste procedures			Strickland and Wilder: Dental Assisting Manual VIII, Clinical Chairside Assisting
COP-11 Assisting with rubber base impression procedures	American Dental Association: "Dental Assistant Utilization: Rubber Base Impression Procedure," (ST)	Torres and Ehrlich: Modern Dental Assisting; Richardson: The Dental Assistant; Chasteen: Essentials of Clinical Dental Assisting	Strickland and Wilder: Dental Assisting Manual VIII, Clinical Chairside Assisting
COP-12 Assisting with reversible hydrocolloid impression procedures	Hoffman: "Impression Materials," (ST)	Richardson: The Dental Assistant; Torres and Ehrlich: Modern Dental Assisting	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
CAP-1 Applying topical anesthetic		Torres and Ehrlich: Modern Dental Assisting	
CAP-2 Making alginate impressions and obtaining wax bites	American Dental Association: "Alginate Impression and the Dental Assistant," (ST)	Phillips: Elements of Dental Materials; Torres and Ehrlich: Modern Dental Assisting	George, Forbes and Crandell: Dental Assisting Manual IV-Communication, Psychology, Nutrition and Preventive Dentistry
CAP-3 Placing and removing rubber dam		Torres and Ehrlich: Modern Dental Assisting	
CAP-4 Applying topical flouride gel		Torres and Ehrlich: Modern Dental Assisting	
CAP-5 Removing periodontal surgical dressing		Torres and Ehrlich: Modern Dental Assisting	
CAP-6 Removing sutures		Torres: Modern Dental Assisting	
CAP-7 Giving new denture instructions		Torres and Ehrlich: Modern Dental Assisting	
CAP-8 Placing a temporary restoration		Torres and Ehrlich: Modern Dental Assisting	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
LIE-1 Demonstrating safety procedures in the dental lab			
LIE-2 Cleaning dental laboratory instruments		Torres and Ehrlich: Modern Dental Assisting	
LIE-3 Maintaining dental laboratory instruments		Torres and Ehrlich: Modern Dental Assisting	
LIE-4 Inspecting and maintaining dental laboratory equipment		Torres and Ehrlich: Modern Dental Assisting; Manufacturer's instructions	
LIE-5 Cleaning a model trimmer		Manufacturer's instructions	
LIE-6 Cleaning laboratory bench engine		Manufacturer's instructions	
LIE-7 Cleaning a dental lathe		Manufacturer's instructions	Leinfelder, Barton and Taylor: Dental Assisting Manual VI - Dental Materials and Technical Applications

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
N-1 Providing patients with instructions in oral hygiene		Torres and Ehrlich: Modern Dental Assisting; Richardson: The Dental Assistant; Chasteen: Essentials of Clinical Dental Assisting; Nizel: Nutrition Preventive Dentistry Science and Practice	George, Forbes and Crandell: Dental Assisting Manual IV-Communication, Psychology, Nutrition and Preventive Dentistry
P-1 Preparing medication as ordered by the dentist		Torres and Ehrlich: Modern Dental Assisting; Dunn and Booth: Internal Medicine-Systemic Emergencies; Physician's Desk Reference	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
GOP-1 Demonstrating basic typing skills		Lloyd: Typing 75, Basic	Lloyd: Typing 75, Basic
GOP-2 Maintaining office environment		Torres and Ehrlich: Modern Dental Assisting	
GOP-3 Processing mail		U.S. Postal Service Brochures	
GOP-4 Maintaining and rotating inventory		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant
GOP-5 Maintaining files for business records and related correspondence		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Fundamentals for Dental Auxiliaries
GOP-6 Placing and receiving telephone calls	Southern Bell: "How to Lose Your Best Customers Without Trying," (MF); Southern Bell: "Thank You. Please Call Again," (MF)	Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
PRA-1 Maintaining accurate patient records		Torres and Ehrlich: Modern Dental Assisting	Earl: Dental Assisting, Manual I: Professionalism, Legal Consideration and Office Management; Ehrlich: Business Administration for the Dental Assistant
PRA-2 Maintaining active recall system		Torres and Ehrlich: Modern Dental Assisting	Earl: Dental Assisting, Manual I: Professionalism, Legal Consideration and Office Management; Ehrlich: Business Administration for the Dental Assistant
PRA-3 Assembling patient records for treatment		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Fundamentals for Dental Auxilaries
PRA-4 Taking and recording patient's medical and dental history		Torres and Ehrlich: Modern Dental Assisting	
PRA-5 Maintaining appointment control		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant

CURRICULUM AREA: DENTAL ASSISTANT

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
DF-1 Explaining dental fees		Torres and Ehrlich: Modern Dental Assisting	
DF-2 Making financial credit arrangements with patient		Torres and Ehrlich: Modern Dental Assisting	
DF-3 Preparing statements for mailing		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant
DF-4 Collecting delinquent bills		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant
DF-5 Completing insurance claims, Medicaid forms and workmen's compensation forms			Ehrlich: Business Administration for the Dental Assistant

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TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES		
		Audiovisuals	Textbooks	Student Materials
BAP-1	Operating ten key and printing calculators		Manuals for machines in use	Victor: Electronic Calculators-Ten Key Entry Skill, Module One
BAP-2	Recording and processing checks, coins and currency coming into and going out of medical office		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant
BAP-3	Maintaining a petty cash fund		Ehrlich: Business Administration for the Dental Assistant	Ehrlich: Business Administration for the Dental Assistant
BAP-4	Reconciling a bank statement			Ehrlich: Business Administration for the Dental Assistant
BAP-5	Verifying invoices			
BAP-6	Recording data of financial records in journal and ledger		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant
BAP-7	Recording and posting daily transactions by using the pegboard method		Torres and Ehrlich: Modern Dental Assisting	Ehrlich: Business Administration for the Dental Assistant
BAP-8	Recording payroll		Ehrlich: Business Administration for the Dental Assistant	Ehrlich: Business Administration for the Dental Assistant

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
BAP-9 Completing quarterly returns for the dental office		Current tax manuals; Current tax forms provided employers	

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TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audiovisuals	Textbooks	Student Materials
OA-01 Describing dental anatomy		Brand: Anatomy of Orofacial; Permar: Outline of Dental Anatomy	
OA-02 Describing head and neck anatomy		Brand: Anatomy of Orofacial Structures	
OP-01 Describing oral pathological conditions		Giunta: Dental Auxillary Practice-Oral Pathology; Torres and Ehrlich: Modern Dental Assisting	
PSY-01 Describing psychology in the dental office			Ehrlich: Psychology in the Dental Office
DHE-01 Describing dental public health		Jong: Dental Public Health and Community Dentistry	
DHE-02 Planning a community dental health program		Jong: Dental Public Health and Community Dentistry	

TEXTBOOKS

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AUDIOVISUALS

American Dental Association	slide/tape
A/V Scientific Aids	audiovisuals
Hoffman Educational Systems	sound filmstrips
Lippincott Learning System	sound filmstrips
Trainex Corporation	sound filmstrips
Damon/Instructional Systems	sound filmstrips
Southern Bell	16 mm film

ADDITIONAL INSTRUCTIONAL RESOURCES

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American Cancer Society	16 mm films
American Learning Systems	Sound filmstrips
Career Aids	Sound filmstrips Transparencies
Concept Media	Sound filmstrips
Human Relations Media	Sound filmstrips
Lippincott	Sound filmstrips Slides/tapes 16 mm film Videotapes Filmloops Self-instructional audiovisual modules
National Archives Trust Fund Board	16 mm film Video cassettes (rent or purchase)
Robert J. Brady	Overhead transparencies Slides/tapes Videotapes Sound filmstrips Audio tapes
Vocational Educational Materials Center (VEMC)	Slide/tapes

Models/Simulators/Replicas

Trainex

Fisher Scientific Company

Nystrom

Individualized Instruction

Vocational Educational Materials Center (VEMC)	Self-instructional modules

RESOURCE ADDRESSES

American Cancer Society
Georgia Division, Inc.
2025 Peachtree Road NE
Atlanta, GA 30309

American Dental Association
Bureau of Health Education and
Audiovisual Services
211 East Chicago Avenue
Chicago, IL 60611

American Learning Systems, Inc.
P.O. Box 2173
Columbus, GA 31902

A-V Scientific Aids, Inc.
12601 Industry Street
Garden Grove, CA 92641

Career Aids, Inc.
8950 Lurline Avenue
Chatsworth, CA 91311

Colwell Company
201 Kenyon Road
Champaign, IL 61820

Concept Media
P.O. Box 19542
Irvine, CA 92714

C.V. Mosby Company
11830 Westline Industrial Drive
St. Louis, MO 63141

Damon Instructional Systems
Division
80 Wilson Way
Westwood, MA 02090

Delmar Publishers
Division of Litton Educational
Publishing, Inc.
50 Wolf Road
Albany, NY 12205

Eastman Kodak Company
Dept. 412L
343 State Street
Rochester, NY 14650

F.A. Davis Company
1945 Arch Street
Philadelphia, PA 19103

Fisher Scientific Company
Educational Materials Division
4901 W. LeMoyne Street
Chicago, IL 60651

Hoffman Educational Systems
4423 N. Arden
El Monte, CA 91731

Human Relations Media
175 Tompkins Avenue
Pleasantville, NY 10570

Lippincott Learning System
Health Professions Publications
East Washington Square
Philadelphia, PA 19105

Lea and Febiger
Washington Square
Philadelphia, PA 19106

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

National Archives Trust Fund
Board
National Audiovisual Center
Washington, DC 20409

Nystrom
3333 Elston Avenue
Chicago, IL 60618

Reston Publishing Company
11480 Sunset Hills Road
Reston, VA 22090

Synapse Publications
1310 Benedum Trees Building
Pittsburg, PA 15222

Trainex Corporation
P.O. Box 116
Garden Grove, CA 92642

University of North Carolina
P.O. Box 2288
Chapel Hill, NC 27514

Victor Educational Service
Institute
Victor Comptometer Corporation
Chicago, IL 60618

Vocational Education Materials
Center (VEMC)
Green Street
University of Georgia
Athens, GA 30602

W.B. Saunders Company
Subs of Columbia Broadcasting
System
W. Washington Square
Philadelphia, PA 19105

Wm. C. Brown Publishing
2460 Kerper Boulevard
Dubuque, IA 52001

Williams and Wilkins Company
428 E. Preston Street
Baltimore, MD 21202

APPENDIX B

Special Needs

WORKING WITH SPECIAL NEEDS STUDENTS*

Introduction

Special needs population students are those who are designated as handicapped or disadvantaged. The 1976 vocational education amendments define handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In those same amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special needs population students be given an opportunity to function in regular vocational education programs (Essentially, this is what is meant by the term mainstreaming.). This section provides information on how such students are identified and how they can be mainstreamed into regular vocational education environments.

Figure One presents a conceptual model depicting various activities of the process in identifying and mainstreaming special needs students in vocational education. These activities

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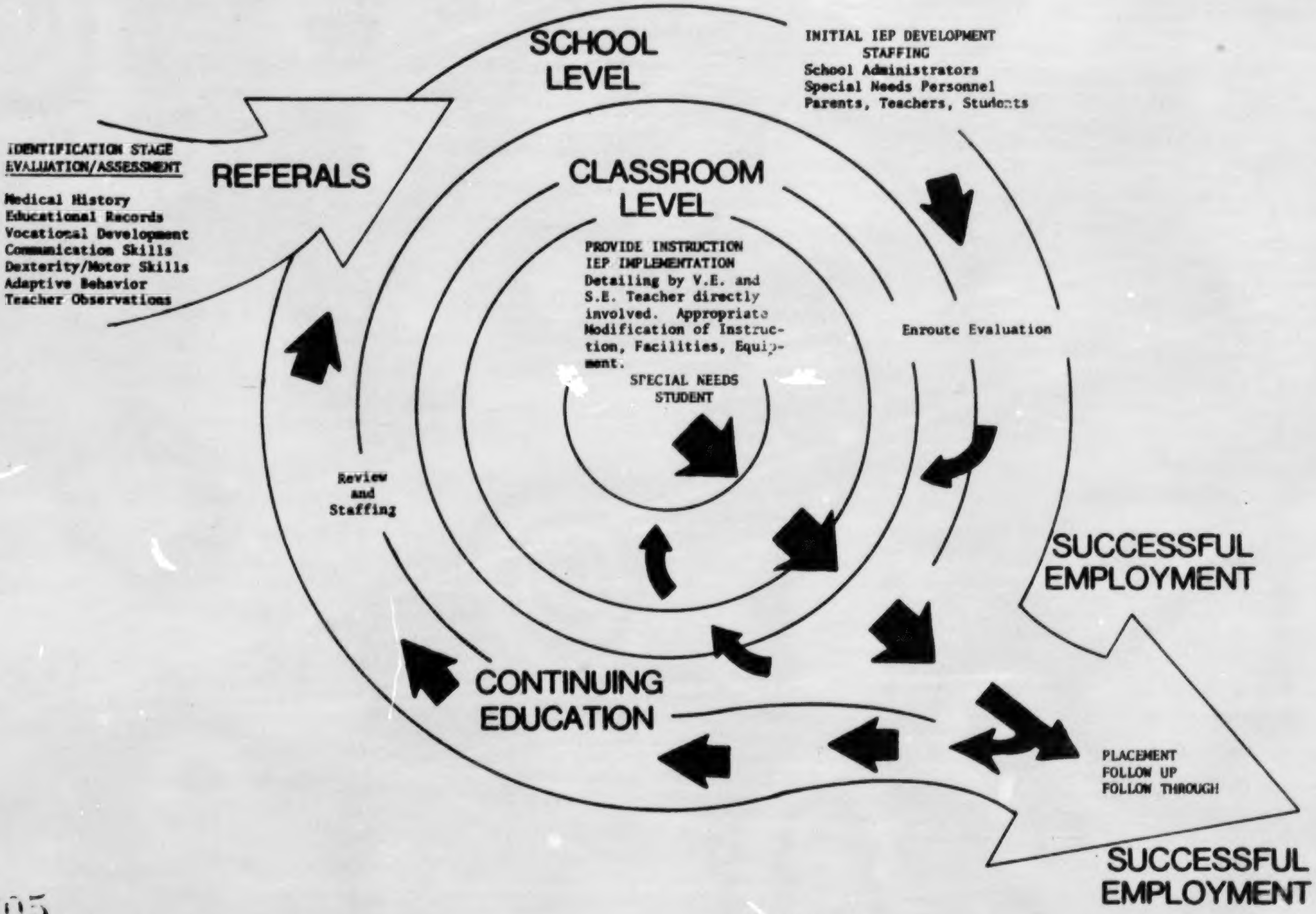
THE CONCEPT OF MAINSTREAMING


SCHOOL LEVEL
INITIAL IEP DEVELOPMENT
STAFFING
School Administrators
Special Needs Personnel
Parents, Teachers, Students
IDENTIFICATION STAGE
EVALUATION/ASSESSMENT
REFERALS
Medical History
Educational Records
Vocational Development
Communication Skills
Dexterity/Motor Skills
Adaptive Behavior
Teacher Observations
CLASSROOM LEVEL
PROVIDE INSTRUCTION
IEP IMPLEMENTATION
Detailing by V.E. and S.E. Teacher directly involved. Appropriate Modification of Instruction, Facilities, Equipment.
SPECIAL NEEDS STUDENT
Enroute Evaluation
Review and Staffing
SUCCESSFUL EMPLOYMENT
CONTINUING EDUCATION
PLACEMENT
FOLLOW UP
FOLLOW THROUGH
SUCCESSFUL EMPLOYMENT

are conducted at three levels: the community level, the school level (Career Development Center) and the classroom level. All three levels must work together if implementation of the process is to be effective.

Identification of the Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the community level. This evaluation process consists of collecting and assessing the following data for each student:

-Medical History
-Educational Records
-Vocational Development
-Communication Skills
-Dexterity/Motor Skills
-Adaptive Behavior
-Teacher Observations

When this procedure has been completed, the community personnel refers the student to the appropriate school level personnel. As a part of the referral and school intake process, an Individualized Educational Plan should be initiated.

> The Individualized Educational Plan (IEP) is exactly what its name implies--a plan for the education of a specific individual. The base content of the IEP is outlined in Public Law 94-142. According to that outline, the IEP must include at least the following information: (a) student's present level of functioning, (b) his/her long range instructional objectives, (c) his/her short-range instructional objectives and finally, (d) some criteria to determine that those objectives have been achieved.

Development of the Individual Education Plan

It would be very difficult to anticipate the exact kind or type of special needs students one might find in an Dental Assistant program at any one time. The terms disadvantaged and handicapped are really "catch-all" terms that indicate a wide assortment of problems that might occur in a student representing one of these populations. In addition to the lack of a specific definition and the fact that the typical vocational instructor has had very little preparation in working with these students, it becomes clear that you will need a basic plan to use in meeting their occupational preparation needs. The following steps can serve as your basic planning procedure for mainstreaming a special needs population student into your curriculum.

The first step occurs after you have been notified that a special needs student can profit from being in your vocational program. When you have received that notification, you should contact your coordinator of student personnel services and ask for a detailed report of the student's assessed status. Note the word assessed; it is critical. Through a formal assessment status, appropriate school personnel and community should have identified the student's strengths and weaknesses as well as the specific handicapping conditions. After you have received the assessment information and understand it you are ready for Step Two.

Step Two, developing (or completing) the vocational aspects of the Individual Education Plan-IEP, is usually performed for handicapped students only; however, it has just as much merit for the disadvantaged. The IEP is a very useful tool. It should be considered the description of what you expect that student to be able to do when he or she completes your course and how you will provide the learning experiences to assure that those expected outcomes will be achieved. Be sure that you keep this IEP in a convenient place and use it.

The IEP is usually developed through group activities called staffings. Staffings may be held as often as needed and can be used to modify the IEP as the student moves through the program. When a student is about to be mainstreamed into your curriculum, you must become involved in the staffing sessions that will develop the vocational aspects of the IEP. IT IS YOUR RIGHT AND YOUR DUTY, therefore, your being present during the staffings is imperative. The special education personnel can present the student's interests, strengths and limitations. However, only you, the vocational instructor, can relate these to your program. This means that the final statement of the job (DOT) and the task level (short term) objectives are primarily defined by you the vocational instructor.

In Step Three the IEP will first be used to suggest how the curriculum and/or the facilities can be modified to accommodate the special needs population student. Modifying the curriculum means that in most cases special adjustments will have to be made in the student materials and that special instructional strategies will need to be developed. When you say modify the curriculum you are not suggesting that the content be "watered down" - you are proposing alternate ways to teach the proper/required content. REMEMBER! ALL VOCATIONAL EDUCATION PROGRAMS ARE BASED ON REAL JOBS THAT HAVE THEIR OWN TASKS AND STANDARDS. AS FAR AS YOU ARE CONCERNED, YOU HAVE NO POWER TO CHANGE THESE. YOU ALSO CANNOT SUCCESSFULLY CREATE A WHOLE NEW JOB.

Modification of facilities and equipment is a concern when working with the phyically handicapped. Be reminded that by law your school building must already meet requirements of accessibility to all handicapped persons--especially those who are blind or are confined to wheelchairs. Your chief concern is to be sure that your classroom and laboratory will allow the handicapped students to be comfortable and above all to learn. You will also need to make certain modifications that will enable handicapped students to properly and safely use the "tools and equipment of the trade". It is foolish to think that you would have a ready answer for all or any particular one of these physical handicaps--call on the experts. Vocational rehabilitation counselors and other staff have been concentrating on these problems for many years. They should be able to offer a number of positive suggestions. A combination of VR experience and instructor creativity can and has produced outstanding results.

As we think about curriculum modification it would help to review some general learning needs of this population.

> The educationally mentally retarded will constitute a major population now entering vocational education. The key concept to remember in modifying the curriculum for this population is that they require much more detail in order to learn and they require a great deal more practice time. All curriculum modifications for these groups should be made by detailing each task or objective into its smallest parts and by providing for more and more practice.
>
> The hearing and visually impaired can be accommodated by common sense and the use of supporting resource personnel. Neither of these groups reads well or learns from reading as a primary mode. This should be accounted for in modifying the curriculum, i.e., larger print, brail and recordings for the blind and captions on visual materials, seating arrangements, use of notes from a classmate, lower reading level textbooks, oral testing and total communications for the deaf.

The orthopedically handicapped usually require attention to facilities and equipment. Beyond that, their learning needs are as varied as those of the normal population. Remember, some of these individuals will actually be highly gifted in their chosen field. Their major needs will be psychological and coping with the school environment.

The disadvantaged are physically and mentally capable of learning, but their background has not allowed them to fully develop the discipline and cognitive skills (i.e., vocabulary, math, etc.) required to master occupational preparation courses. They have also developed an anti-school attitude that complicate many efforts to modify the curriculum for them. Usually their success in the vocational program is contingent on either a good pre-vocational program or a supporting academic program.

Step Four requires that instructional strategies be selected. These strategies may be many and should be varied. They should reflect the best learning technique for a given student and his or her chosen occupation. Some examples of instructional strategies are discussed below.

Teacher demonstration: Simply show the student how the job is to be done in clear distinct steps.

Peer demonstration: This technique allows the instructor to use one of the advanced students to demonstrate a particular task in a step by step fashion. It is a flexible system. For example, you can use peer demonstration to show each task step while you explain them to the students. When working with the mentally retarded, you will never have enough time to demonstrate a task as often as they may need to see it. In such situations, the well prepared advanced student can perform and explain the same demonstration several times.

Shadowing: Shadowing can be used in conjunction with demonstrations. By shadowing, the student is allowed to do exactly what the demonstrator does. This allows the student to learn in a see and do fashion. The student may shadow the instructor, an advanced peer or in some instances the worker on the job.

Job site visits: Job site visits offer the student an opportunity to see the work being done in its natural location. Students can develop a worker identify a realistic view of how the tools, equipment and materials are brought together to produce the product.

Work group or team: By being a part of a work team, the student can learn the various roles in an occupation as having the opportunity to practice specific sets of skills under the tutelage of peers.

Individualized instruction: Appropriately prepared or adjusted individualized instruction is a big help in managing a class that contains a mixture of special needs population students and "norm group" students. Individualized instruction, no matter what the source, will require much developmental input from the instructor. In most all cases, however, the results are worth the effort.

Media: Many of the special needs populations require mediated instruction (i.e., hearing and visually impaired), however, the use of appropriate media enhances learning for all students. Media can range from a line drawing in an instructional module, to a video tape, to posters and charts. It can be instructor made or commercial. All that matters is that it exactly links to the objective.

Project Method: The value in using projects with special needs population students is that they help them mentally and physically unify all the parts into a uniform whole. Because of the detail required for them to learn, they need learning activities that relate all of the parts to the whole. The development of a product through an assigned project is an ideal integrating experience.

Simulations: Simulations meet a variety of instructional needs. One of the more important with special needs population students is providing the opportunity to develop proper safety concepts before actually working with the "live" equipment that could be dangerous to a careless student.

Role playing: Role playing is a part of several other instructional strategies. On its own, it is a very good procedure for developing the attitudes and values required of a successful worker-i.e., a sense of responsibility, the ability to take orders and follow directions, interpersonal skills and so on. It is a way to concentrate on developing good work habits and positive attitudes.

Peer instruction: Like peer demonstrations, peer instruction is able to multiply the instructor's available time. This allows individual students with specific needs to have more assistance. Peer instruction has values beyond expanding time; it is an excellent approach to learning. In almost every situation, both the peer teacher and the peer student profit from the exchange. In operation peer instruction is simply a matter of preparing and allowing one of the advanced students to teach small groups certain segments of a course.

Team teaching: As we have already noted, some special needs populations require a combination of vocational and special education presented in harmony. A team approach is the only way to meet that need. For team teaching to be effective, clarification of student needs (as defined by the IEP) and careful planning will be required.

Peer apprenticeships: The peer apprenticeship is an ideal way to induct the new special needs population student into the curriculum. By serving as the apprentice to an advanced student, the special needs population student can become climatized to the laboratory/shop and can begin to learn the tools, equipment and materials of the program. The shadow technique can also be added to increase hands-on learning.

Assessment and feedback: Student learning can be improved by frequently assessing students' skills and feeding back their strengths and weaknesses. Through a process of positive feedback, the student can be moved gradually from where he or she is to the level of skill required.

These instructional strategies can be used independently or in various combinations. This brief list is meant only to provide you with some suggestions, there are no doubt many other techniques that could be used. The creative instructor will be constantly innovating to meet the needs of particular students.

Implementing the IEP

Step Five is a matter of putting the vocational aspects of the IEP into operation. The activation of the IEP initiates the student into the vocational education program and allows him or her to progress through the modified curriculum at his or her optium rate. There should be frequent assessment activities that indicate where the student is relative to the IEP objectives. If problems are detected, a staffing should be conducted to re-evaluate the IEP and continue the process in a fashion that is most beneficial to the student.

Step Six will take the student to his or her next logical step of either totally exiting the system or recycling into a continuing education mode. In most cases, the student will do some of both--getting a job and periodically accessing the continuing education component of the educational system to refine existing skills or to broaden his or her capacity.

The ultimate goal of all this effort is not employment-rather it is "successful employment". Successful employment implies that not only is the student placed in a job, but that the student is able to sustain himself or herself in a working environment over an extended period of time.

Evaluation

Evaluation of the student's program is a critical step. Through that process we not only help the current student, but we are able to gather information that will improve our potential to help students with similar difficulties in the future. A well rounded evaluation system should consist of the following activities:

-En-route evaluation (formative) to monitor the student's progress through the program.

-Summative evaluation upon completion of the program to determine job readiness.

-Follow-up after placement to determine if the student is successful on the job.

-Follow-through activities designed to identify any further training needed, which may be indicated by the follow-up procedure.

RESOURCES

In recent years, mainstreaming of special needs population students has been an area of great concern to vocational educators. The overall result of that concern is an abundance of well developed resource materials and a variety of personnel with special skills in working with these groups. In the space allowed by this curriculum guide, it would be impossible to present an adequate set of methods and procedures for solving the problems of students with special needs, but if the vocational eduction administrator and instructor will judiciously use the human and material resources listed here, much of the in-depth information required for the special and unique cases that will occur can be compiled from these sources.

Support Personnel or Systems

As was noted earlier, you the vocational instructor, simply do not have sufficient skills to work with special needs population students alone. There are too many different student problems to ever allow an instructor to deal with them all on a "come as you are" basis. For that reason, you must make yourself aware of the variety of support systems and personnel that are available to you and to the students. A few of these are listed here. These specialists can lead you to others on an as needed basis.

County Health Department - Many of your special needs population students will need some medical and dental assistance. The county health facility is an excellent referral source for these problems.

Special Education - Through local boards of education there are a variety of special education personnel available locally, regionally and from the State Department of Education. The vocational education administrator can obtain assistance from these specialists through the local superintendent's office.

Project SERVE - Project SERVE is a statewide effort to acquire materials and to cultivate expertise in providing vocational education to disadvantaged. Project Serve can be contacted by the area vocational-technical director or the vocational supervisor.

Vocational Rehabilitation - Vocational rehabilitation is a highly developed organization whose major focus is all dimensions (such as: diagnosing, training, job placement and counseling) of the handicapped population. Within that network is a vast pool of expertise. You can contact it through the area vocational rehabilitation counselor who calls on your school or through a designated school official such as the coordinator of student personnel services or Career Development Center personnel.

Office of Student Personnel Services - In the area vocational-technical school, this is the key group as far as students and student needs are concerned. They can provide a variety of services to you and to your students. Many of the contacts with community agencies have already been made by this group-that alone will save the instructor much time.

Career Development Center - Each area vocational-technical school has a Career Development Center designed to meet the very special needs of incoming disadvantaged and handicapped students. The CDC staff is available to assist the instructional staff with a wide range of services for the special needs student populations.

All of the resources and resource personnel listed here are a part of the team. The best results can be obtained by using as many of these people and their support systems as possible from the beginning. In some situations, you will miss a resource in the beginning or the student's needs change. When that occurs do not hesitate to call on the appropriate experts for additional help. As a matter of fact, the rule of thumb that has always been used in the "helping professions" is to go as far as you can, then refer. Do not hesitate to call for help. Most of these service groups are funded to support "your" student. If you do not use them, they fail in their mission and you fail in yours.

Related Materials

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APPENDIX C

Definition of Terms

DEFINITION OF TERMS

1. A/Vs-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting, the statement of a competency includes expected student outcomes in terms of knowledge, skills and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed. A Composition of related tasks.

10. Exit Point - A pre-determined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing a student to progress at his/her fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U.S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes occupational objectives.

22. Performance Guide - A series of steps arranged in a sequence which when completed may result in the performance of a task. Also called teaching steps.

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner underspecified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.